

The Modern Language Journal

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NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

Whither Foreign Languages?

H. C. OLINGER

THESE statements from two of the most distinguished administrators in the teaching of foreign languages are quite indicative of the trends in our subject. Miss Lilly Lindquist, Director of Foreign Languages in Detroit, Michigan, and a former president of the AATF and of the National Federation of Modern Language Teachers has had a great influence on the development of foreign language programs throughout the Middle West. Mr. Roy E. Mosher, Supervisor of Modern Languages in the State of New York, has also, by reason of his position in the great Empire State, contributed to consolidating the position of the languages not only in his own area but also throughout the neighboring states of the East. We are very happy to add this important and authoritative discussion of the status of foreign languages in the U. S. A. by these two leaders in our field.

DETROIT PUBLIC SCHOOLS

DIVISION OF INSTRUCTION

DETROIT 1, MICHIGAN

January 28, 1946

DEAR DR. OLINGER:

I am answering the questions from your article in the December issue of the *Modern Language Journal*.

1. The enrollment in Spanish in the Detroit high schools has increased tremendously due to the United States' emphasis on the Good Neighbor Policy. The other languages have decreased enrollments because of the lack of time in the curriculum.

2. The administration in Detroit always allows experimentation which does not interfere with the required studies in the curriculum. The time element handicaps any effort at applying ASTP features. We have always used the oral-aural approach.

We have recently experimented in second year French with the oral-aural four days a week with no grammar explanations and the fifth day devoted entirely to grammar. This experiment is still incomplete.

3. There is still too little time for students to take more than two years of a foreign language except in a few cases.

4. Our classes are all too large. In some of our schools a class of twenty-five is simply scratched as too expensive or it is joined to another class of a grade above or below it.

5. The number of hours per week has not changed.

6. We are experimenting with lesson sheets in French which are greatly

simplified and can be used with a textbook or without any other material the first semester. In Spanish, we are using "El Camino Real."

We have for years taught General Language in the seventh and eighth grades. This enables pupils to try out the various foreign languages before starting one in the ninth grade. If we could find the time for three or four years of a foreign language in the high school, we would be glad to begin one earlier than the ninth grade; but, as it is, students would have a large gap between the high school and college language.

Cordially yours,
LILLY LINDQUIST
Director of Foreign Languages

EXTRACTS FROM AN ADDRESS BY ROY E. MOSHER, SUPERVISOR OF MODERN LANGUAGES, STATE EDUCATION DEPARTMENT OF NEW YORK STATE, AT THE MID-WINTER MEETING OF THE NEW YORK CHAPTER OF THE AMERICAN ASSOCIATION OF TEACHERS OF SLAVONIC AND EAST EUROPEAN LANGUAGES, HELD AT COLUMBIA UNIVERSITY ON THE EVENING OF JANUARY 25, 1946

When a new subject, such as a new language, is introduced into a school of the state of New York, it is ordinarily in response to a demand for it from the students and their parents. A few years ago, newspapers, magazines and the radio began to try to interest the American public in Latin America, and to stress the importance of the Spanish language. As a result largely of this, high school students and their parents began to ask that instruction in Spanish be provided in the local schools. Within five years in this state alone, Spanish was started as a new subject in some 400 secondary schools that had not previously been teaching it. When the time comes that there is a similar demand for Russian, the schools will begin to provide classes in Russian. That is the only way Russian can enter the schools.

In the past few years, the study of Russian has increased by leaps and bounds in the colleges and universities; so that now, for the first time in the history of the U. S. A., there are large numbers of individuals scattered throughout the country who have made a beginning in the Russian language during their undergraduate days in college. In many cities, there are thriving classes of Russian for adults. Some of these classes are in the public evening high schools; others are part of the extension work of a college or university; others are private classes organized by some active individual who wanted to learn the language himself, or who had already begun it by himself and was so full of enthusiasm for the subject that he wished others to have an opportunity to learn the language.

We might say, therefore, that the teaching of the Russian language has begun at the top, and is working its way downward toward the secondary schools, but so far it has not entered the secondary schools of the state, though there are a few isolated cases in some other states. The nearest, I believe, that any high school of this state has come to teaching Russian is that in a few schools the beginning of a demand for instruction in Russian has been fairly well satisfied by the organization of a Russian club, in which the members may receive a certain amount of instruction. This increase of interest in Russian has developed along natural lines, in a very normal manner. The next logical step is a gradual introduction of Russian into the programs of high schools and private secondary schools as a regular subject on a par with French, German, Italian and Spanish.

It has not been difficult to secure teachers for evening school classes, since evening classes can be taught by business or professional men who are educated natives of Russia, without its interfering with their regular work in their business or profession. The problem of certification of teachers of Russian for the private schools will be simple, but it will not be so easy for the public high schools of such states as New York and New Jersey, where certification regulations are exacting. In the state of New York, it is necessary for the teacher to have a New York State teacher's certificate. This requires five years of college training, which must include certain required courses in education, as well as a good command of the language itself. With proper planning, the required courses and the training in the language can be secured during the five years, but it will not always be easy for the teacher trained in Russia to secure the certification, thus eliminating many of those who know the language best.

Except in a few of the largest schools, the teacher of Russian will have to teach classes in some other subject, in addition to her Russian classes, for the first two or three years at least. It is, therefore, likely that many of the high school teachers of Russian will have to be American born teachers who have gone through high school and college in this country. These will have to specialize in Russian throughout their college course, and in many cases supplement that by summer work in an all-Russian institution. Spanish teachers complete their preparation by summer work in an institution of the type of the Middlebury Spanish School, or at a university in Mexico or some other Spanish American country. Until such time as American students can go freely to Russia for a summer, or for a year of study they will be limited to such schools as the Russian School of Middlebury College, which made an excellent beginning this past summer, and should soon become the equal of the famous Middlebury schools of French and Spanish. In the Spanish School, the students take a full program of Spanish, and hear and speak nothing but Spanish seven days a week for the six or seven weeks of the summer course. As the teaching of Russian in colleges and universities in the recent past seems to have been, in general, fairly

practical, there should soon be a considerable number of reasonably well-prepared new teachers of Russian. As high school teaching positions in Russian become common, more and more college students and high school teachers will be interested in securing a thorough preparation for the teaching of Russian.

Another problem that is not yet completely solved is that of providing textbooks. In comparison with the large variety of attractive and practical textbooks now available for the teaching of French, German, Italian, and Spanish, the list for Russian is small, and most of the books are rather difficult for use at the secondary school level. At the same time, it should be remembered that new texts of various kinds have been appearing in rapid succession in the recent past, making the situation much more favorable than it was even five years ago. If the number of students continues to increase, teachers will have an incentive to prepare other new texts. When the language begins to be taught in secondary schools, the secondary school teachers will work out texts in the classroom, and in time there will be Russian texts as well adapted to the secondary school level as are the texts in use in the other languages. In brief, the lack of textbooks should not be considered a serious handicap at present, and the situation will surely improve rapidly.

The AATSEEL merits congratulations for its recent efforts to promote the study of Russian. Excellent judgment has apparently been used in its attempts to secure legitimate publicity for a worthwhile cause.

ROY E. MOSHER
Supervisor of Modern Languages
State Education Department, N. Y.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

A Proposed Program in Modern Foreign Languages

R. TRAVIS HARDAWAY

Queens College, Flushing, New York

(*Author's summary.*—Foreign language instructors should press now for a larger number of credits, not merely class hours. A program proposed for the implementation of the various aims of a liberal arts sequence, including a basic skill in speaking.)

BELOW is given a copy of a letter which the writer drafted for the Department of German at Queens College and which he sent to each member of the College Faculty. The letter is in support of a required program of modern foreign language work which the Department recommended to the Committee on the Post-War College and the Student.¹ It is presented as a contribution to the current discussion of how far the aims and methods of the Army Specialized Training Program are applicable to peace-time civilian instruction. Back of the letter is the strong conviction that we foreign language instructors ought to press for a *larger required total of student work-hours* (i.e., semester-credits or -hours or -points) in the languages. An increase merely in the number of "contact" hours, with a corresponding reduction in outside-study hours, will not suffice to accomplish our aims.

The war, with all its implications, has made America more language-conscious than ever before. The time for language teachers to insist on more total student work-time is now. If we do not so insist, we ourselves will be partly responsible for any future failure to achieve the proper aims. If we do and the time is still not granted, we shall at least have done our part.

The letter follows, with a few explanatory notes:

December 12, 1944

TO THE MEMBERS OF THE STAFF:

LADIES AND GENTLEMEN:

Since the letter given below deals with required academic work at the College, it is a concern of the entire faculty. I am, therefore, sending you a copy in the hope that you will read and consider it carefully.

Sincerely yours,
R. TRAVIS HARDAWAY

¹ A committee appointed by Dr. Paul Klapper, President of Queens College, to consider the problem of the whole curriculum as it should be after the war. This committee, after consultation with the various Departments, made a tentative report to the Faculty in May, 1944, which embodied various far-reaching proposals. The committee has not yet made a final report.

December 12, 1944

Professor _____, Chairman
Committee on the College and the Student
Dear Professor _____:

You will remember that last Spring I made certain recommendations to your Committee for the Department of German on the post-war curriculum at Queens College. Subsequent to your Committee's preliminary report to the Faculty, the Department has discussed it at length. We present herewith some of our reactions to it.

*Our Recommendations on Required Work in
Modern Foreign Languages*

We wish to talk on that part of the report dealing with the required work in modern foreign languages. We repeat our firm conviction that each of the changes which we recommended is urgently necessary if Queens College is to give its students that knowledge, understanding, and skill in foreign languages and cultures which liberal arts college students should have in the world of today.² You will remember that our recommendations were (1) that 15 credits of college work instead of the present 12 be assigned to the given foreign language, (2) that this work be taken in three courses of 5 credits each in the three beginning college semesters, and (3) that each of these courses carry 8 class hours and 7 home-study hours.

The Aims of the Foreign Language Sequence

Since the amount and kind of academic work should always be determined by the aims to be achieved, we should first like to define what should be the essential aims of the required work in German at Queens College or at any truly liberal arts college: They are, first, to lead the student to the ability to read with ease and accuracy German of average difficulty without a dictionary, and quite difficult German with a dictionary; second, to lead the student through abundant oral, aural, and written practice to a basic speaking, comprehension, and writing skill; and third, to lead him to considerable knowledge and understanding of German civilization and culture. We point out that this third aim is one of the most essential in the

² By "college work" is meant work beyond three high-school years in the subject. The present requirement at Queens College is five years in some one modern foreign language when secondary-school and college study are combined. Normally this means three high-school and two college years, the latter work amounting to 12 semester-credits (four semester-courses of 3 class hours and 3 credits each). If a student elects, however, to do his required work in a language which he has not previously had, he must first take three college semesters in the new language, corresponding to three high-school years, and then take the two "college" years. In the opinion of the writer, this kind of requirement, which insures that all students reach a certain level in some one language, is definitely better than the ordinary requirement of, say, two years in any language chosen by the student even if he is a beginner in it.

study of German, and that any liberal arts sequence which omits it or treats it as a subordinate aim is short-sighted and unwise. The broadening and ever more intensive contact with a different cultural complex from our own—different people, different ideas, different customs, and different ideals—is one of the most important values of foreign language study, and one of the principal reasons for it.

It will be noted from our definition that we are not proposing what might be called the "Army" program.³ The ASTP language courses concentrated exclusively upon the speaking and aural-comprehension skill. The Army's selection of only one aim was probably justified by the emergency conditions of war, which required the immediate production of specialists in the colloquial form of languages. But the aim of a liberal arts language sequence cannot be so narrow. The values of the other phases of language study are too great to be sacrificed by concentration upon a fluent speaking knowledge as either the sole or the principal aim. The German Department is convinced that the foreign language and culture must be approached from all sides as the living entity that it is, every part of which is rich in values and no part of which can be neglected.

Can the Aims be Achieved under Present Conditions?

We may now ask: Have the objectives outlined above been achieved in the past? The answer is that they have been achieved only to a very unsatisfactory degree. We have been able to give our students a minimum reading knowledge, but we have had to treat all the other aims as distinctly secondary. In doing this, we knew that we were not giving our students all that they should have, and we have constantly endeavored to make our courses less one-sided by having our students use spoken and written German as much as our meager time allowed. But it is under present conditions simply impossible to achieve properly more than one of our aims. One reason for this is the small proportion of class hours to home-study hours, namely 1 class hour to 2 home-study hours. One cannot learn to speak a language without speaking it. But even if we should assume that all aims except that of speaking were to be ignored, each member of a typical class has under the present system an average of only 1.7 to 3.3 minutes per period to recite. This means giving orally all that he has tried to learn in 2 hours at home, noting the corrections of the instructor and drilling the material. Obviously this is ridiculously insufficient practice time. If we are ever to achieve even a minimum goal in the more active aspects of the language, a much larger number of class hours is indispensable. The Army, recognizing this, not only divided its soldier students up into mostly very small classes, but also gave them 15 to 17 class hours per week.

³ Queens College had an ASTP unit from August 9, 1943, to about March 15, 1944. The languages taught were German, French, and Spanish.

Can They Be Achieved under the Committee's Recommendations?

Your Committee has recommended for A.B. students with normal high-school preparation the following changes in the foreign language requirement: 3 courses of 6 class hours and 4 credits each instead of the present 4 courses of 3 class hours and 3 credits each. It has thus accepted two principles: more intensive work over a shorter period of time, and a larger proportion of class hours to home-study hours. As to the latter, the proposed ratio is 1 class hour to 1 home-study hour instead of the present 1 to 2. We consider this a step in the right direction, and we heartily welcome it. We believe that the oral-aural practice thus made possible will enable us to teach the language in a more vital and stimulating way than under present conditions.

Your Committee's recommendations would, however, merely change the ratio of class hours to home-study hours; they would leave unchanged the total number of credits. Yet such an increase is absolutely necessary if we are to achieve our essential aims to any reasonable degree. If our students are to have a reasonable contact with the language and culture in its various aspects, a mere redistribution of hours is not sufficient. Unless the total credits are increased, we shall, as in the past, still have to neglect most of our vital aims in favor of one or two selected ones. It would be a delusion to believe that the Committee's proposed plan approaches the solution of our very difficult problem. We say "difficult" advisedly, for we ourselves have tried for years to solve it, and we have seen many of our colleagues in the field use all possible skill and ingenuity to solve it. They failed simply because they had three strikes against them before they even started—the totally deficient amount of student time. We know that the trouble cannot be cured unless this situation is corrected, and we must therefore repeat our recommendation that the number of credits be moderately increased—that the present total of 12 be increased to 15.

Have We Set our Aims too High?

The question may be asked: Have we not set our aims too high? Have we not set up a program which is ideal for languages but which disregards the legitimate claims of many other subjects upon the student's time? We are convinced that we have not. We fully subscribe to the belief that the liberal arts student must have a wide variety of subjects and must learn them reasonably well. But a careful examination of our aims listed above will show that they are reasonably modest. We do not include, for example, a really *fluent* speaking knowledge as one of our aims—this would take too much time and too many credits—but only a *basic* speaking skill which the student can then rapidly develop into fluency whenever he comes into the proper environment. We do believe, however, that room should be made in a liberal arts curriculum for each of our aims just as they are listed. European countries have long realized that a foreign lan-

guage cannot be learned in a day—they have therefore had their students pursue it for a period of six to nine years. We in America have tried to teach it to our students in two to five school years, each of which was shorter than the European year. There may have been a time in American history when widespread and reasonably thorough knowledge—not a smattering—of foreign languages and cultures was not a great practical necessity. If so, that time is past. As we all know, the first World War clearly indicated that America, whether we wish it or not, cannot escape ever closer association with foreign peoples, and the second World War has proved it beyond any possible doubt. It is therefore not only a cultural but also a practical necessity that a thorough contact with one or more foreign languages be widespread through the American people. Under present educational conditions the lower schools are not providing this knowledge. It is therefore vitally necessary for the liberal arts colleges to do so. Your Committee has expressly called attention (p. 1 of its Report) to the fact that we live “in a spatially expanding world.” Does it not follow that America must begin to pay proper attention to the indispensable keys to the understanding of our “expanding world”? And should not we at Queens College do our part?

*Would our Recommendations Cause an Undue Increase
in Total Required Work?*

The Committee may wish to know our opinion on how this increase should be effected. We have not as a Department adopted views on whether the required work in other departments should be increased or decreased. We do feel, however, that if the requested increase in our credits should cause a corresponding increase in the total required credits, then that total should be raised. In general, we feel that there is no sanctity attached to either a small or a large number of required credits, but that the number should be determined by the legitimate aims of the required work and the time necessary to achieve those aims. We are convinced that our aims are sufficiently essential to justify a corresponding increase in the number of required credits, if that should prove necessary.

*Why We Regard as Unwise the Committee's Recommendation
for B.S. Students*

The Committee has proposed that the foreign language requirement for B.S. students be reduced from 12 to 8 credits. If Queens College were no longer to be a liberal arts college, but a vocational or professional school, we would perhaps favor this proposal. We are opposed, however, to such a transformation of the College and we must therefore register our strong conviction that the proposal is not only unwise but dangerous. We can see in it only a concession to vocational and professional pressures, a step toward destroying the general character of our curriculum, whereby all of our students have a modicum of contact with various major fields. As we

see it, the chief purpose of a liberal arts college is to give its students a broad and reasonably thorough basic education, leaving the training of specialists to trade schools, graduate schools, etc. We shall not continue to give them this general education if we start whittling down on one or another subject so as to leave more time for narrow specialization. The Department of German cannot see that science students have any less need for a broad, thorough education than arts students.

We therefore believe that no distinction should be made in the foreign language requirement between A.B. and B.S. students. For both groups the same reasoning holds equally well which we have given in the earlier sections of this letter. Hence we shall not repeat it, but merely cite it.

We respectfully repeat our conviction that all students, whether A.B. or B.S., should be required to take 15 credits in a modern foreign language, instead of 12.

Yours very sincerely,
R. TRAVIS HARDAWAY
Chairman, Department of German

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

*Let's Take Stock**

LESLEY BYRD SIMPSON

University of California, Berkeley, California

WE ARE all of us, I fancy, a bit weary of being reminded that civilization is again at the crossroads, that the world is wobbling on its pins, that we are facing the imminent and unpleasant prospect of having to live like gophers—that is, if we succeed in existing in any circumstances—and that we had jolly well better be doing something about it, or else. . . . But, weary or not, here we are, and we have got to face the music. The teaching of languages is, to be sure, a very small affair in the general picture, but in a stock-taking every department must account for its own merchandise, and ours is language. In a world distracted by things admittedly more deserving of its attention how can we justify our demand that we be given a voice in the councils of mankind? That we must justify our calling is becoming every day more evident and more urgent. The half-pitying condescension of my scientific friends and colleagues is symptomatic of the general attitude of the public. "Oh, Simpson?" they seem to be saying. "Why, yes, I know him. He teaches Spanish; but, in spite of that, he isn't a bad little guy." I see that you have all had the same experience. So let's take stock.

There is an obvious danger in leaning too heavily upon autobiography, but, at the risk of being accused of unscientific subjectivity, I must dip with both hands into my own experience, an experience which spans the period of the Great Revolution in education. In my extreme youth I attended a grammar school. It really was a grammar school. We learned grammar—Lord, how we learned grammar! From the fifth through the eighth grade we analysed, parsed, scanned and diagrammed, and in the intervals we memorized sizeable chunks of what was considered poetry in those days, to be recited on those dreadful Fridays when our parents were invited to hear us perform. We should have agreed with one of Jane Austen's heroines, for whom instruction and torment were synonymous terms. Thence I proceeded to an old-fashioned preparatory school, or academy, as we called it, whose principles of education had been handed down on Mt. Sinai, along with the Decalogue, and for four sweating years we studied Latin, English, Mathematics, History and the Bible, with a bow toward the natural sciences in our senior year. There were no electives, and, as far as I can recollect, none of us thought anything about it. Maybe we were just ignorant, but we did have rather a good time, just the same.

My early college career was no better. Seized with a passion for learning Spanish—which was not unconnected with my passion for a lovely Mexican girl named Luisa—I fell into the competent hands of a charming slave-

* Address read to the Modern Language Association, Northern California Chapter, December 8, 1945. San Francisco.

driver who, by means peculiar to herself, badgered, bullied and cajoled me into such a prodigious effort that at the end of two years I was speaking Spanish with some degree of fluency and reading what would now be considered very advanced literature indeed. Shortly afterward I was able to enter the University of Madrid and compete with the natives on their own ground.

Now, several aspects of that quaint régime deserve our serious thought. First, it was pretty successful in accomplishing the purpose for which it was established—unevenly, to be sure, but it did give us a mastery of our own tongue and a comprehension of the structure of language as a whole, and it made us familiar with the great works of England and America. It gave us a sound beginning in a foreign language, and our careful grounding in mathematics made our entrance into the exact sciences logical and easy. Second, the very narrowness of the old régime had the virtue of encouraging a workmanlike thoroughness in what we did. Third, by keeping studies on a competitive basis, it had the effect of segregating us roughly according to our respective gifts and of allowing those who wished, to perfect themselves as much as they liked. To achieve the honorable *cum laude* was our cherished ambition. The students who were counted out left school and got themselves jobs on the neighboring farms, where, I dare say, their lives were not considered wasted. In short, within its narrow limits, that education was efficient, and it stuck.

We are all abundantly familiar with its defects. They have been well advertised. It was bookish and infinitely remote from "practicality." It developed no immediate skills and led to no immediate career. It was tough on the dull, the indifferent and the incompetent, and, possibly, on the student of marked originality, although none of my class belonged in this latter category. It was "undemocratic," in the mistaken sense of that much abused word, for it tended to set up a kind of aristocracy of letters. For many centuries it had assumed, in the words of the late Arthur Ryder, that "education consists of a knowledge of the classics and mathematics gained in youth." It further assumed, in the view of Thomas Jefferson, that the leadership of the Republic could safely be entrusted only to those men who were steeped in the culture and wisdom of their forefathers.

Came the Dawn and the new Revelation. John Dewey and his disciples looked upon the old régime and were not pleased. They deplored its "snob-bishness" and its neglect of the common man. They deplored competition and selection in education as creators of class-consciousness among the few and of frustration psychoses among the many. They postulated that effective citizenship demanded the widest possible dissemination of knowledge—practical knowledge, knowledge freed from the stifling trammels of tradition, knowledge of the world about us, knowledge of techniques, knowledge of applied arts, knowledge of almost everything under the sun, provided it was up-to-date. The school was to take over the training of the

child for political life. In method they rejected the need of coercion. Knowledge and skills could be imparted by keeping the child excited, by making a game of learning. Drudgery was a thing of the Dark Age. We were entering the Age of Light, and the child could somehow play its way into the Temple. Anthologies and books of facts displaced the formidable tomes of yesteryear, for everything worth knowing in the world's literature was capable of being boiled down to a few minutes' reading a day. No more homework or midnight oil. There were more important things to do. A new spirit of busyness was everywhere discernible.

Under the enthusiastic manuring and pruning of the new prophets our primary schools, our high schools and our colleges began to put forth luxuriant foliage and strange but gaudy fruits. The dead limbs of classicism were one by one lopped away. Shops, laboratories, newspaper and business offices, and experimental stations, luminous with mercury vapor lamps and shiny with hygienic plumbing, replaced the stuffy classroom, and the click of typewriters drowned out the droning of the Aeneid. Courses in book-keeping, stenography, civic leadership, social living, municipal government, social welfare and journalism swelled our bulging catalogues, and swelled our own chests with the satisfaction of having met the demands of education in the Modern Age.

The new freedom had an immediate and stimulating effect upon the science of pedagogy, which proliferated so astonishingly that within a few years Columbia Teachers College could point with pride to no fewer than eight hundred courses in education, although our own Haviland Hall manages to get along with a modest eighty. It stimulated equally the science of school administration, for the multitudinous activities of the new order took a lot of looking after, until now there is a feeling abroad that the schools exist mainly for the purpose of keeping the front office busy and that the teachers' chief concern is to fill out forms for the supervisor's staff, instead of dissipating their energies in the vain pursuit of learning.

The new order claimed for itself all the benefits of the old, without its drawbacks, besides which it would allow children to develop along the lines of their natural gifts and to grow up into more normal and healthy human beings, and better citizens. Philosophically, its prophets postulated an innate wisdom in youth and thus made themselves somewhat responsible for the idiocies of the Youth Movement which have been plaguing the world for some years past. They apparently swallowed the notion of the *homme sauvage*, whose virtues had been proved long since by Jean-Jacques Rousseau—in a work of fiction. It was upon such shaky foundations that the towering edifice of modern education was erected—an edifice which is rocking dangerously in the wild gales now raging about us.

Without laboring the matter beyond your patience, I should like at this point to hazard a couple of general observations based upon my experience with what Mark Twain was pleased to call "the damned human

race." That experience, in between intervals of interrupted schooling, included working as a roustabout in the copper mines of Arizona, working as a lumber hand and ranch hand in California, serving in the Army through two wars, writing a bit, and teaching off and on for twenty years in various colleges. I merely wish to establish that I know people, and may the Lord give me wisdom in my observations!, which are these: First, few children, and few of their elders, for that matter, are sufficiently aware of their natural gifts intelligently to choose a course of studies in any circumstances, and, given the elaborate array of activities expected of them in school today, they remain in such a state of confusion that they can make no decision at all. Second, the dispersal of their energies in extra-curricular activities may, indeed, amuse them and allow them to follow their natural bents—which rarely have to do with studies—but their inevitable shifting of interests as they grow older prevents their concentration upon simple fundamentals and tends to keep them in a state of retarded adolescence, which too frequently lasts the rest of their lives.

You are all familiar with the dismal consequences: the half-educated A.B., stumbling tongue-tied in a world which demands of him precise thinking and mature wisdom; the eternally juvenile A.B., whose simple cultural wants are satisfied with the funnies, the movies, and the glories of the super-duper football team of dear old Siwash; the frightened and puzzled A.B., whose ignorance and fear of the unknown make him an isolationist and a hater of everything unfamiliar. It was a shocking thing during this war to listen to the conversation of our Army officers, very many of whom, as you know, were selected from among our college graduates. All too frequently they were illiterate, uninformed outside of their particular skill, class-conscious and bigoted. They fed on little hates: hatred of Jews, hatred of Negroes, and hatred of Communists—and by "Communists" they meant everybody who differed with them politically; hatred of the British and hatred of foreigners in general; and, above all, hatred of That Man in the White House. It was a kind of ritual which they went through and which seemed to obey a deep-rooted herd instinct of self-preservation. It made their company dull and depressing beyond belief and it set me to wondering about a system which could label them educated men. And, whether they were aware of it or not, their lives were singularly cheerless and lacking in resources.

This is not to deny their superlatively fine qualities of courage, loyalty, determination to see their job through, and an unquenchable belief in themselves. On the contrary, as I recall the gallantry of the men whom I knew so intimately, I feel a certain shame in speaking of them with anything but love and praise. But, after the war, what then? The art of killing is a simple thing, readily learned by most men in one or two years' training. The trouble is that unless the military virtues—and they are virtues, believe me!—are balanced and restrained by a wise education these same

men can, in time of peace, become as grave a menace as any rampaging foreign invader. Has the recent history of Germany taught us nothing?

Our education gives them many skills but little wisdom. For the humanities they have normally only a coruscating contempt. This, to be sure, has always been true of the very young male, who resents the insult to his manhood offered by courses in belles lettres taught by females who are not of his world. But I doubt that we are justified in taking such a manifestation of physical well-being as evidence that the humanities are not worth teaching. "Say!" said an indignant engineering student who by some fluke had got into one of my classes. "Say, do I have to learn that stuff?" I had given the class a poem of Gustavo Adolfo Bécquer to memorize. In justice to him I must report that he stuck it and, in time, even blushingly confessed that it wasn't so bad. He was merely reflecting his traditional schoolboy mores, which too frequently carry on through college and which make our classes in Wheeler Hall resemble a young ladies' seminary, with only an occasional embarrassed male making himself inconspicuous in a corner. He had not been taught any better. Have we forgotten that all peoples in all times have found it necessary to educate the young *while* they are young? It is seldom possible to accomplish the task after habits are formed and after the duties of life crowd our days. That lad was also reflecting the attitude toward the humanities of the public at large, the result of which is that the peace finds us intellectually unprepared to face the terrifying situation to which our obsession with skills has brought us.

You are probably wondering what all this has to do with our particular job. It has, I assure you, a great deal to do with it. There are three grounds upon which the study of foreign languages can be defended: First, their study acquaints us, or should acquaint us, in the original tongue, with the great thought of the world—which is what we should mean by that misunderstood word "humanities." Second, their study should lead us to a better understanding of other peoples, and we believe that such an understanding is necessary for the success of any organization for world peace, government, or confederation, and hence, that it is necessary for our own survival. Third, their study gives us a tool for the mastering of special skills; that is, in certain fields, like the natural sciences, the student must be able to read immediately the current literature of his subject. Success in any of these aims implies accuracy, fluency, and thoroughness. It must be confessed that in all of them our foreign language program has signally failed, for it can hardly be argued that the fleeting exposure to elementary grammar and the thin brush of edited literature which pass for language instruction in most of our schools do much more than satisfy the bookkeeping requirements of the Registrar's Office.

At this stage of my inventory let me particularize a bit and offer you the results of my inquiries among the youngsters who study Spanish at the University, or who, as they more accurately put it, "take Spanish." Well,

with no exception that I can recall, they "take Spanish" for one of four strictly practical reasons: (1) A few honest ones will admit that they are trying to fulfill the language requirement of the College of Letters and Science as painlessly as possible and that they have heard that Spanish is an "easy" language. (2) Most of them have an idea that Latin America is the new frontier, the land of opportunity, merely waiting for Yankee enterprise to wake it up, and that commerce down below offers them a glittering future. Think of all the people who need shoes! (3) Others have heard that our State Department is crying out loud for budding young diplomats, whose chief attraction, presumably, will be sixteen units of Spanish, C-average. (4) A few girls will shyly admit that they would like to teach Spanish, until and unless, of course, they should get their man. And in all these long years I have heard nothing of the need of understanding other cultures, nothing of the esthetic adventure of knowing great literature and great thought.

Now, these boys and girls are the victims of an extraordinarily stubborn set of popular illusions. The State Department, to be sure, does oblige its neophytes to learn Spanish or some other language and sends them to school for that purpose; but most of its foreign language work—correspondence, translating, and the like—is done by clerks, usually natives. As for a business career down below, it doesn't occur to anyone, apparently, that Latin America is full of people quite as intelligent as ourselves, who know their own language better than we shall ever know it, and who will work for wages which our lads would scorn. Opportunity? Undeveloped country? Why is it they haven't been taught that Latin America is generally poor in resources and that it is overcrowded and underfed in most habitable parts? And that the exceptions, like Brazil, the Argentine, Chile and Uruguay, are able and more than willing to do for themselves without our muscling in? Indeed, I have yet to see a single instance in which the study of Spanish has been justified on such grounds. Who has sold us this bill of goods? And whence came this fantastic notion that Spanish is an "easy" language? There is no such thing, as every teacher knows, and, if we make a language "easy" artificially in order to fill our classes and to sell textbooks, we are accessories to a pedagogical crime.

And then, in our zeal to give the average student a break—or rather, all the breaks—we have progressively depressed the level of language instruction for the past forty years. The grammar becomes simpler and simpler, the literature more juvenile and abbreviated, and the vocabulary is reduced to "minimum word lists," or to "basic" Spanish or "basic" French, or whatever, until the unfortunate youngster is left with a command of language which would hardly get him by in a nursery school. His knowledge of literature is apt to remain on a par with that of the librarian of a well known international organization who, in this year of Our Lord 1945 addressed a letter to "Señor don Inca Garcilasso de la Vega" at Buenos

Aires, congratulating him upon his latest book, *Los Comentarios Reales*, which, to her mind, was a valuable contribution to the cause of hemispheric solidarity! It is a painful thing to remark that in a long, long time I have not met a freshman who has read a whole book on his own in any language. This is not to argue that everything worth knowing is contained in books, or that all books are worth reading; but I still cling to an ingenuous belief that we could profit by a more than passing acquaintance with the wisdom of Jesus, Socrates, Confucius, Cervantes, and a long list of others which you can make for yourselves. That the University is not measurably better than the high schools in this respect merely goes to show how far the disease has progressed. In a word, in our trimming of instruction to fit the capacities of every student we have made it virtually impossible to teach anyone anything.

Oh, I know what you are up against: crowded classes, insufficient time for preparation and teaching, suffocating paper work, pressure of outside activities, and the like. That may explain, but it does not relieve, the situation. So in our stock-taking we must sorrowfully conclude that our merchandise looks pretty shoddy. But it need not be so. In our dusty store-rooms lie neglected but priceless treasures, and it is up to us to bring them out and use them. Nothing else will do! Too hard, did I hear? In language instruction, as in everything else, it is the responsibility of the mature to give youth the guidance, the severe guidance, necessary in a rude world. Glossing over the difficulties of a language, or depressing the level of instruction, whatever the reason for it may be, is, to put it bluntly, a travesty and a fraud. It not only fails to benefit the indifferent; it makes the competent lazy and cynical. Education must be selective and competitive, just as life is selective and competitive, and high excellence is its only legitimate aim. Is not schooling a preparation for life? The greatest value of democracy is that it allows society to select its leaders. And where are our future leaders going to begin to learn wisdom, if not in school? Why this shame-faced lip-service to the humanities? Is there no adventure left in the life of the intellect? When that great American, Chief Justice Oliver Wendell Holmes, was ninety-three President Roosevelt called on him one day and found the old man propped up in bed reading a Greek edition of Plato. "What are you doing, Mr. Justice?" he asked. "Mr. President," was the dignified and sufficient reply, "I am improving my mind!"

It is one of my jobs to advise veterans coming to the University under the provisions of the GI Bill: men who slugged it out with the Germans and the Japs on a hundred forgotten battlefields, men with one eye, men with one arm or one leg, or the lucky ones who came through whole. It is illuminating to talk with these men about their preparatory language work. They are rarely bitter about it; worse, they are humorous and resigned. "Sir," they say, with a relic of their military training, "you might as well wash out that junk. None of it stuck. I'm starting over again from scratch."

The Place of Foreign Languages in Post-War Education

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(*Author's summary.*—The author predicts three developments in foreign language study. *First*, Increased interest in regional studies of foreign cultures, both ancient and modern. *Second*, The construction of courses in elementary linguistics in an effort to raise the nation's knowledge of language in general and English in particular. *Third*, An effort to make foreign language study and teaching a *vital* part of general education.)

MICHAEL WEST has said: "Language is the stuff of which our selves are made: it is the most important of all formative influences in molding not only the intellect, but the character also. . . . The unity and well-being of any people depend above all upon the efficiency of communication. How can a people develop a unified and healthy national life if their thoughts are falsified at the source by the inaptness of the words used in thinking them, and falsified yet once more by the receiver's ignorance of the words in which they are expressed?"¹ Since West wrote these words in 1929 the citizens of the United States have become more aware of the importance of the knowledge not only of English but of foreign languages as well. It took a war to shock us into a realization of our national linguistic deficiencies. We are not only unacquainted with foreign languages but the average educated American's vocabulary in English is pitifully inadequate. A study by the Human Engineering Laboratory shows that out of 150 words selected from words appearing once or twice in 100,000 words of printed matter (excluding technical terms) and of words encountered by preparatory school students, 376 high school freshmen missed, on the average, 76 of the 150 words, 700 college freshmen averaged 42 errors, 1000 college graduates averaged 27 errors: college professors averaged 8 errors and major executives 7 errors.² If West's thesis is correct—and I believe it is—that "the unity and the well-being of any people depend above all upon the efficiency of communication," then the average so-called educated citizen of this country does not really and truly understand what he reads in his magazine or newspaper or hears from the lips of his favorite radio commentator or public speaker. When an average college freshman misses almost one-third of these words and the high school freshman one-half of them, it is certain that their thinking, which is mainly done through the medium of words, must be muddled and inexact.

¹ West, Michael, *Language in Education*: New York, Longmans, Green and Co. (1929), 10.

² O'Connor, Johnson, *English Vocabulary Builder*: Hoboken, Human Engineering Laboratory (1939).

Thoughtful people are becoming increasingly aware that the average educated American does not know his own language very well and that his knowledge of a second language is almost nil. However with the closer association with Europe and the East which World War II has brought about the man on the street has become more aware of the desirability of knowing another language besides his own. It is not surprising that the people of continental Europe have for generations seen the good sense of becoming acquainted with the language of their neighbors across the border. It is inevitable that, as the world grows smaller, the more necessary will it become for the intelligent American to know some other language or languages than his own. Even before the war our closer relations with South America and Mexico had caused a rise in the interest in Spanish. As is well known, the Army soon saw the need for soldiers who could talk French Italian, Russian, German, Chinese, Japanese, and other foreign languages. The Army authorities, therefore, set up a program for the intensive study of foreign languages. This program has met with considerable success and has shown how quickly a speaking knowledge of a language can be gained, if one has sufficient time and motivation.³ An effort was made not only to bring about in the soldier a speaking ability of one or more languages but also to build up a knowledge of the areas in which the languages are used and an insight into the elements which favor or endanger relations between the Army and the people with whom it comes into contact. It is quite possible that this increased interest in foreign languages, both European and Asiatic, will carry over into the post-war period. If the American people can bring as much fervor and intelligence into their solution of post-war problems as they used in the successful completion of the war, they will continue to insist that a considerable proportion of the prospective leaders of this country become acquainted with the mores and languages of other peoples with whom they wish to live in peace and understanding. It is about time that America became "language conscious" and internationally minded, in the best sense of the word.

Professor W. V. Kaulfers has asked the following question: Can the language arts contribute to the realization of the general social objectives of modern education without loss to the special objectives—ability in language, etc., for which pupils are enrolled in the field? If the answer is in the affirmative, then the significance of the language arts, as fields of culture in American education, will be greatly increased and their position immeasurably strengthened by their direct rapport with the primary objectives for which schools exist."⁴ What are the primary objectives for which

³ Cf. Agard, Frederick et al., *A Survey of Language Classes in the Army Specialized Training Program*: New York, Commission on Trends in Education of the Modern Language Association of America (1944), 100 Washington Square, New York.

⁴ Kaulfers, Walter V. "Cultural Unification as a Foreign Language Objective." *Curriculum Journal* XIII (1942), 324.

schools exist? Of the making of objectives there seems unfortunately no end, but I venture to suggest five aims of education which I believe almost everyone will accept. (1) Ability to communicate with and understand one's neighbor both at home and abroad. (2) Acquaintainceship with one's cultural heritage. (3) Ability to understand and make the right use of one's physical environment, (4) Understanding of one's social and economic environment with the development of economic efficiency and civic responsibility. (5) Development of the ability to use one's leisure time profitably and intelligently. Teachers of foreign languages have always maintained that they were attaining these objectives with the possible exception of the third. However the general public and many educators have often been somewhat sceptical about the help which the study of foreign languages gave to the fulfillment of these objectives, or they have stated that they can be developed more easily and efficiently by other means. The Educational Policies Commission of the N.E.A. in 1940 made the following statement: "We recognize the contribution of the ancient languages and literature to our culture. We believe, however, that a relatively small percentage in any population will achieve from their experience in high school that mastery of these languages which will substantially enrich their cultural life. We therefore recommend that the teaching of these languages be limited to the very few who will achieve these values and use these languages in scholarly pursuits. The adoption of such a policy would release the time of many competent for educational services vital to the war effort."⁵ While this statement was written in war time it represents the thinking of many people in time of peace. The study of foreign languages has been considered by many in recent years a luxury for the elite and not really of any vital importance for the citizen of the United States in these changing times. No doubt Samuel Everett has many followers when he says: "Few Americans will ever travel abroad and therefore need foreign language. A relatively few individuals will use foreign language in business. Only a very small group of children will love language for its own sake. The whole tone of a secondary school can be so developed that the acquisition of foreign language as a mark of the leisure class and as a badge of invidious distinction will be in disrepute."⁶ Certainly many of Everett's premises are very doubtful and surely foreign languages have not kept an honored place in the curriculum for centuries simply to feed the egos of the intelligentsia and the idle rich. However, it is to be hoped that in the not too far distant future foreign languages will everywhere be taught in such a way that no reputable educator will dare make such a statement. The War has shown that a speaking knowledge of a modern language can be very necessary for the welfare of the state and, as a result, the study of modern

⁵ *What the Schools Should Teach in War Time*. N.E.A., Washington, D.C. (1943), 19.

⁶ Everett, Samuel et al., *A Challenge to Secondary Education*: New York, D. Appleton-Century Co. (1935), 295-296.

languages has been praised by many who could see very little value in foreign languages in time of peace. In my opinion this trend toward language study will not long survive the war unless the general public and the educators can be brought to see the great importance of foreign languages in general education.

In the limits of this paper I can only discuss the importance of foreign languages, when rightly taught, for attaining my *first* objective, i.e., "ability to communicate with and understand one's neighbor both at home and abroad," I do not believe that I am extreme in my belief that without some knowledge of foreign language one's "ability to communicate with and understand one's neighbor" is almost non-existent. I also feel that if we were really in rapport with our neighbor and he with us, most of our wars, industrial disputes, national jealousies, etc., would vanish into thin air. Michael West's eloquent words will bear repetition: "Language is the stuff of which our selves are made; it is the most important of all formative influences in molding not only the intellect but the character also. The unity and well-being of any people depend above all upon the efficiency of communication." But someone may say: "I grant the great importance of language, but the vast majority of students who take foreign languages gain very little knowledge of them and many of these students take languages only when they are forced to do so and often not even then." This criticism simply means that foreign languages are often taught by persons with inferior training and little or no vision and that the average student has not realized the importance of foreign languages, both ancient and modern, and regards them as educational hurdles which he must get over in some way or other, if he wishes to graduate.

It seems to me, however, that the War has made some of the values of a knowledge of foreign languages more evident. Those of us who believe that foreign languages should have an important place in the curriculum of the school and college will enthusiastically take advantage of this renewed interest in the languages and cultures of other countries and by superior teaching and scientific experiment as to the best teaching methods keep this interest alive. In my opinion the teacher of English should join with the teachers of ancient and modern languages in an effort to work together as harmoniously as is humanly possible. All of these teachers have the sacred duty and privilege of safeguarding the linguistic and cultural heritage of the ages and improving the understanding of the various cultures of the present.

It can not be denied that the modern school in the five or ten years before the war was in the mood to put foreign languages and the humanities in general in a somewhat secondary position. In most cases these educators and practical schoolmen are honest in their opinion that foreign languages, at least as generally taught, are of very little benefit in the actual business of living efficiently and happily in 20th century America. I think the fol-

lowing quotation from the pamphlet *What the Schools Should Teach in War Time* is a fair representation of the opinion of many schoolmen in regard to foreign languages: "Teaching a few people to master one or more of the modern foreign languages is a much greater contribution to victory than building up large staffs and enrolments for instruction that falls short of a useful working knowledge."⁷ This quotation together with the one concerning the ancient languages cited above and taken from the same publication indicates that the Educational Policies Commission of the N.E.A. (at least in 1943) would limit the study of modern languages to a relatively few who would master them for immediate use in the army and, I assume, after the war for use in business. The study of ancient languages would be still further curtailed and taught only to the very few who would use them in their scholarly pursuits. In other words, the foreign languages are simply tool subjects and in addition tools which are not to be very widely used by the intelligent citizen. This is simply not true and will be increasingly less true in the post-war world. I submit to the thoughtful educator and the intelligent layman these three statements from the booklet issued by the Modern Language Association of America and entitled *Language Study in American Education*. *First*: "All will probably agree that nearly every community in the United States needs to have some of its citizens equipped to procure at first hand information concerning the activities, scientific advances, and literary products of the people of foreign speech. If there is to be any international understanding that is the only basis for lasting peace, we must have those who have insight into the culture of foreign peoples and who can interpret the nations to one another. When we remember that only 14% of our adult population are high school graduates and only 2.9% are college graduates, it seems reasonable to believe that even from the practical use point of view and especially because of the usefulness of these that are equipped in foreign language to our democratic communities, a large proportion of our high school students and most of our college students should be engaged in the study of foreign language." *Second*: "Inasmuch as the effort to use a foreign language forces one to rethink his experience and grasp it in words which never cover precisely the same areas of meaning as those of his native language, and thus compels him to decide what is essential and what is unessential in his meaning, we believe that foreign language study can more effectively and more economically than any other activity arouse and develop an essential sensitivity to the connotations of the linguistic materials in his own language. Only the study of a foreign language provides the experience basis necessary for an objective view of the structure of one's own language and a realization of the extent to which one's thinking is channeled by its processes." *Third*: "If we accept the point of view expressed here concerning the fun-

⁷ *What the Schools Should Teach in War Time*. op. cit., p. 18.

damentally important place in the education of our high school and college youth of the development of language experience and the abilities that constitute the goal of our language study, then it follows that the teaching of language cannot be left to the incidental language experience that might arise out of a "core" curriculum with attention centered upon other activities. Language experience must be the core of the curriculum."⁸

It would be hard to deny that my first objective of general education, i.e., "ability to communicate with and understand one's neighbor both at home and abroad" is the most important aim of a general education and that the essence of this ability is *language* in its broadest sense. The educated American is becoming increasingly aware of the importance of language, if the recent popularity of such books as Bodmer's *The Loom of Language*, Stuart Chase's *The Tyranny of Words*, Schlauch's *The Gift of Tongues*, Hayakawa's *Language in Action* and many others has any significance. Even the scholarly treatises of Bloomfield, Jespersen and I. A. Richards are found on the library tables of non-linguists. After these many years Americans are becoming language conscious and it is none too soon. If the practical educators who for the most part run our schools are "smart," they will make note of this trend in the cultural thought of the United States. Of course, there is always the possibility that the advocate of general education will substitute a course in general language for an experience with a foreign language. The following quotation from *What The High Schools Ought To Teach* seems to point that way: "Here again, certain recent experiments seem to show the way out of the situation. Why not serve directly, through a course in general language, the chief needs that are presented by advocates of foreign languages without attempting to secure that slender and doubtful degree of mastery that is the only outcome for most pupils of the present courses in these languages."⁹ Personally I enthusiastically believe in a course in General Language or elementary linguistics (which is not a cafeteria with samples from various languages but a scientific, if elementary study of linguistics), but I do not believe that such a course should be a substitute for the study of a foreign language. Such a course, in my opinion, should be taken in late high school or early college by every student who seriously wishes to understand what his neighbor says and what the books which he is reading mean. It seems to me, therefore, that there are definite signs which point to an increased awareness of the importance of language in the cultural life of man. I hope that the schools and colleges of America will take advantage of this interest and make their teaching of foreign languages vital. After all the chief objection to foreign languages as voiced by educators was that they did not actually

⁸ Fries, C. C. et al., *Language Study in American Education*: New York, Modern Language Association of America, 100 Washington Square East (1940), 35, 39, 40.

⁹ *What the High Schools Ought To Teach*: Washington, D.C., American Council on Education (1940), 29.

function in the life of the student. This criticism was not always true but it was true too often for comfort.

I can only suggest two or three things which can legitimately be done to keep alive this interest in language and make it pay dividends. *First:* Development of the language program into a program of regional studies with the language as the central core but surrounded by the disciplines of history, the social and natural science, art, architecture, etc. A start has already been made along this line by the Army Specialized Training Program and by a few schools and colleges, notably the University of Wisconsin. Let me quote from the prospectus for the Courses in Humanities of the University of Wisconsin: "Integration is secured by means of the study of a great regional culture, classical or European, in its various interrelated aspects—language, literature, geography, history, social institutions, art and philosophy, on the theory that such study is effective preparation for living in contemporary society."¹⁰ These courses need not be confined to the classical and European cultures but should include those of Asia and the Pacific, where such courses can be adequately presented. *Second:* Development of courses in elementary linguistics or "general language" to be taken by all students in the last year of high school or the first year of college. Trinity College of Connecticut has developed a course which represents the best effort along this line with which I am familiar. As President Ogilby says in his Foreword to the text book constructed by Professor E. D. Myers with the aid of a grant from the Carnegie Corporation: "Most important, the course gives to the student an increased awareness of the meanings and shades of meanings of the words he uses and thereby enables him not only to express himself more adequately, to read more adequately, but also to think more fruitfully and clearly in all fields because his language, the instrument of his thought, has become sharper and stronger."¹¹ Professor Myers says: "Thus the purpose of the course at Trinity is to give an understanding of language in general and of English in particular. Such an understanding may then serve as a background against which other subjects, otherwise incomprehensible, become clear and interesting."¹² Mr. Myers attempts to bring about "this understanding of language in general and of English in particular" by (1) "tracing the history of English beginning with the first influx of Anglo Saxon into the British Isles 1400 years ago and continuing up to the present": and (2) by having the student work back through English to the Latin and Greek and other languages from which much of English is derived and also have students learn about the make-up and history of particular words and classes of words. A course

¹⁰ Information concerning these courses can be gained from writing to Professor Walter Agard, Bascom Hall, Madison, Wisconsin.

¹¹ Myers, Edward D., *The Foundations of English*: New York (1940), Macmillan Co., viii.

¹² Myers, E. D., "A Freshman Course in Linguistics at Trinity College," a paper delivered at the Linguistic Institute, Ann Arbor, July 15, 1938.

somewhat similar to the one described above has been started this year at Cornell College and I would like to hear the experiences of other teachers in high school and college who are trying out or who have tried out such a course. *Third:* An active effort to make foreign language teaching functional. Teachers should stop arguing about the reading method, oral method or what not and start experimenting with various methods or combinations of methods which bring about most efficiently the desired result which in modern languages is ability to both speak and read the languages and in ancient languages is the ability to read them. It is an encouraging sign when an educator such as Ralph Tyler of the University of Chicago heads a "Committee on the Investigation of the Teaching of a Second Language." Dr. H. B. Dunkel who is associated with Professor Tyler in this project writes me as follows: "During the coming year we shall give particular emphasis to the teaching of English as a second language. In this connection we will work with a number of experimental centers: the English institutes at Ann Arbor and at Mexico City, the adult education program in New York City, English classes for Spanish speakers at the University of Texas, the University of North Carolina and Mills College. In the field of foreign languages our study will concern primarily the intensive or semi-intensive courses which are being conducted at a number of institutions." It is to be hoped that this committee will enlarge its activities and attack many more unsolved problems in the field of the teaching of languages, both ancient and modern. The American Council of Learned Societies has also appointed a Special Committee on Language Teaching of which Dean De Vane of Yale University is Chairman. The Classical Association of the Middle West and South has a Committee on Educational Policies which has been quite active for several years. Mention has already been made of the brochure *Language Study in American Education* prepared by the Commission on Trends in American Education of the Modern Language Association. When the educator becomes excited over the possibilities of good language teaching and the language teacher becomes interested in the broader aspects of general education there is reason to believe that we are beginning to attack this very important matter of the functional teaching of foreign language in earnest.

This is not the time for the teacher of foreign languages to become pessimistic. Rather he should "gird his loins" and get ready for a new era in which foreign languages, both ancient and modern, can and will find a more important and significant place not only in the school curriculum but also in the life of the people. There are at least two questions which the alert teacher of ancient and modern languages must ask himself in regard to the new curriculum which will undoubtedly develop in our post-war education. *First:* What the classical and the modern foreign languages can contribute to the new curricula at the level of general education both in high school and college? *Second:* What the classical and modern foreign languages can

contribute to the new curricula at the level of critical and creative work in a field of specialized study? It would seem to me that Curtis C. D. Vail has struck a prophetic note when he writes in *The German Quarterly*: "The time has come for the development of the Language Program into a program of Regional Studies with the language as the central core, but surrounded by the disciplines of history, the social and natural sciences, etc. . . . For language, as well as for other disciplines, with the humanities and social sciences, the team work between men in different fields is of the utmost significance for future progress in the curriculum designed to give a liberal education. That scraps over departmentalized teaching altogether, and the program of instruction which represents the best cooperative efforts of men in the languages, the arts and the social sciences is going to be a program quite different from any offered before."¹³ I do not understand that Mr. Vail is arguing for so-called integration as attempted in the Survey and Orientation Courses so popular in certain quarters. As has been said: "It is not half so important that the student should acquire history, sociology and literature simultaneously as it is that he should see exemplified in each of these fields certain unifying concepts concerning human nature and society. Similarly, outlines of integrated courses are much less important than the teacher's possession of an understanding of how the particular body of knowledge with which he is concerned is related to the rest of man's life."¹⁴

I prophesy, therefore that in post-war education there will be three main developments of foreign language study. *First*: A Development of Regional Studies of Foreign Cultures, both Ancient and Modern. *Second*: Development of Courses in Elementary Linguistics in an effort to raise the nation's knowledge of language in general and English in particular. *Third*: A Real Effort to Make the Teaching of Foreign Languages Truly Functional with controlled experimentation as to the best way or ways in which to make foreign language teaching a vital part of both specialized and general education. If these three problems are attacked with courage and intelligence, the place of foreign languages in our post-war education will be a prominent and useful one.

¹³ Vail, Curtis C. D. "The Rockefeller Language Conference." *The German Quarterly* XVII (1944), 130.

¹⁴ Rosenblatt, Louise M. *Literature As Exploration*: New York, D. Appleton-Century Co. (1938), 322.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

Clean Streets: A Plea for Broad Educational Horizons

ANTHONY J. DeVITO

Amherst College, Amherst, Massachusetts

(*Author's summary.*—The article presents certain reactions of American military personnel overseas toward various aspects of European life and culture. It seeks to emphasize a certain "intellectual blindness" or at least intolerance on the part of the American soldier. It calls for tolerance and eradication of provincialism on the part of teachers as means of broadening the educational horizons of our students.)

DURING my last months as a soldier in Naples and during the homeward trip, which was not brief, I spoke to a number of men who had profited from the army's recreation trip schedules and had visited Rome, Northern Italy, the French Riviera and even Switzerland. Upon being questioned regarding other cities and countries visited, these men almost invariably mentioned first the clean streets of these other regions, giving that subject precedence even over the subject of females,—and many of them stopped with the clean streets. Consequently, my question *What did you see?* remained unanswered, and the question *How open are your eyes?* remained unasked.

There is no doubt that it is a laudable thing to have clean streets. I had often seen many rubbish-littered streets in Boston, especially in the market district, so that the so-called dirty streets of Naples made little impression upon me, more so since I was interested in other things besides the maintenance of the streets of Naples. (As a matter of fact, I found the streets of the city much cleaner now, 1944-45, than in my brief visit to the city in 1934.) One of the great charms of Naples was to walk up some little alley and soon come upon a little square with an old Baroque church from which the square takes its name; or one might look into a wide doorway and see into the courtyard, where there might be a palm tree with a panorama of the city in the background. It is, incidentally, for these things that Naples has been famous,—and not for its clean streets..

Soldiers returning from a trip to Rome would tell of the "modern" buildings there and would gush about "how much like home" it all is. (One man once made the same observation regarding Casablanca). Such a remark would cause an immediate contrast with Naples and its narrow streets and alleys, with not one reflection that Naples, its buildings and situation existed long before the Discovery of America, to say nothing of the founding of The United States. After all, Naples is under no obligation to be "modern." Let us imagine,—but just for the moment and for the sake of argu-

ment,—a “modernization” of the Back Bay and Beacon Hill in Boston or of Old Philadelphia or parts of Georgetown, sections which still preserve an old colonial charm. Such a step would do much to destroy not only a certain type of beauty but also an American culture and tradition.

Analogous to all this is the reaction of men returning from a visit to France, which, they claimed, in comparison to Italy was much more modern and therefore more advanced. The conclusion drawn by them is, naturally, that the improvement of one country over the other consisted only in the modern aspect of its cities. Improved conditions are to be measured, according to such an attitude, by the modernity of the communities.

Upon being asked how she had enjoyed a performance of Bellini's *Norma*, which we had just seen, a lieutenant nurse answered: “O, it's nice, but they all end so sad.” This is an observation which is by no means rare but which shows also that he who makes it has no idea of the tragic tradition, whether it be in Aeschylus or in the operatic movement of the nineteenth century.

What, then, is the point of these disjointed, rambling paragraphs that have preceded? The point is that something is either lacking or wrong with our education, whether it be secondary school or higher, for the men who could see cleaner streets in Northern Italy were college men and high school men alike, while one of the praiseworthy aspects of Switzerland was the fact that “many” people spoke English. (Yet not one of the travellers to Switzerland could bring back one impression about the Swiss that did not have something to do with watches, trinkets or fresh milk.)

There is a definite need to broaden our horizons. If we do not know that many European cities are built on a crowded pattern, we should at least be tolerant of them. We should have the basic intelligence to remember that many of these cities were already famous when our pioneers were still exploring regions of this country. But our soldiers have been too intolerant in their approach toward other peoples: intolerant of their architecture, of their customs, of their antiquity as peoples, intolerant of their transportation systems, many of them in a deplorably wrecked condition, and intolerant even of the language of these foreign peoples. Many, I am sure, deplore the fact that most Europeans do not speak English!

Above all there exists the need to reduce and if possible to stamp out our provincialism, to stop measuring civilization by the New York skyline or by the new fire truck back home or, what is worse, by the color-scheme in our bathroom! This task devolves, of course, upon the teacher. If the teacher has a limited horizon to begin with or if the teacher is also a victim of provincialism, the effort is hopeless. Foreign peoples have ideas, just as we do, and often just as interesting as our own. They have traditions, cultures, habits. These are the things to be sought, to be examined, studied and valued. They have been studied in the past, but obviously the student has

profited little by the labors of his teachers, who now must seek with greater diligence to make the student conscious of these things. Only if the teacher realizes the magnitude and the depth of his task can the student begin to open his eyes and realize that there are in life, in other peoples and in other civilizations other things that are at least as important as clean streets.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Japanese Education Is Getting an American Pattern

CARROLL ATKINSON

*Director, McLucas-Nelson and Associated Memorial Libraries
Berkeley, California*

RADIO, in February, 1946, replaced textbooks for Japanese school children in the sixth grade and up. This was brought about by the combination of facts that book instruction had been banned because of its ideological content . . . and new books have not yet been developed to replace the older ones. This broadcasting, so far, is but a once-a-week affair, going on the air each Thursday morning over a Japan-wide hook-up.

One of the initial difficulties in this plan to educate by radio has been the lack of equipment. Fewer than one-third of the Japanese elementary and middle-class schools had adequate radio facilities when the experiment began, according to a survey made by Brigadier General Ken Dyke, chief of the Civil Information and Education Section.

Incidentally, General Dyke was in the United States in order to recruit skilled civilian personnel to help establish democratic principles among the Japanese people. In this work, schools and teachers naturally play an unusually important part.

Americans, whose own tradition-bound and politically tainted school system itself needs a thorough and revolutionary clean-up, are looking only with casual interest at the experiment under General Douglas MacArthur of rebuilding a free public educational system as a future guaranty against a repetition of Japan's recent warfare activities. Each of us should give the matter much closer attention with our own future self-reform in mind.

There is today the usual lack of vision on the part of a nation that has emerged from a war victorious and dangerously rich. Philosophers throughout the ages have pointed out that the victors so often are the greater losers . . . the vanquished are forced by their defeat to rebuild while the conquerors remain stupidly self-satisfied.

So it seems today! Japan's educational resources are being rebuilt and they should be . . . while those of the United States continue to rust in their 18th and 19th Century traditions and practices.

But to return to the problem of Japan, those in charge of the rebuilding of its educational system apparently have overlooked what today is unquestionably the best and biggest source of supply for trained personnel in the big job that is to be done.

The University of Hawaii, for years, has been working with Japanese-Americans. When Pearl Harbor came as a paralyzing stroke, Teachers

College immediately set up an educational program in which its Nisei graduates were made responsible for maintaining the loyalty of all people on the Islands of Japanese ancestry. This educational work was a startling and complete success at the very time the radios and newspapers were preaching a hatred for yellow-skinned peoples unless they happened to be Chinese.

That the University of Hawaii had been doing a magnificent piece of Americanization work among its Japanese students was proved conclusively by the services of its students and graduates in the war. In the Italian campaign, no other group of American soldiers received, under fire, so many decorations.

More important, from a language teacher's viewpoint, were the liaison services as interpreters in the warfare against Japan. It has been said many times authoritatively that these Nisei saved thousands of American lives and shortened the war because of the faithfulness and high quality of their personal services.

The center of population in the United States has been gradually but surely shifting toward the West. World War II gave this movement a tremendous boost. Interests in Far Eastern countries grew with leaps and bounds when millions of young Americans saw service there. Universities already are recognizing the trend . . . and are offering Oriental languages. This movement, so far as this writer knows, has not yet reached the public schools. But it would seem to be only a matter of time before some of the larger high schools on the Pacific Coast are offering courses in Chinese and Japanese.

The future will decide whether we American educators have learned a very valuable lesson . . . that the knowledge of languages of other people has become more and more a necessity in this age of radio and air transportation.

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

• Notes and News •

The Secondary Education Board of Milton, Massachusetts, held its 20th Annual Conference on March 8 and 9, 1946 at the Hotel New Yorker, New York City. We are happy to publish the following excerpts from the Section on Modern Languages.

Section Meeting:—MODERN LANGUAGES, Saturday, March 9th, 10:00 A.M.

Chairman:—Professor I. L. KANDEL, Teachers College, Columbia University.

Discussion Leader:—Professor MARIO PEI, Department of Romance Languages, Columbia University, New York.

Subject:—INTERNATIONAL RELATIONS AND THE STUDY OF FOREIGN LANGUAGES IN SECONDARY SCHOOLS.

Excerpts

The Nature of Future Language Teaching:

"Language teachers are the world's interpreters." They hold the key to a better world and can not escape the responsibility.

They wield, not political influence, but moral influence over the coming generations. They have the moral obligation to direct the coming generations into paths of international peace, friendship, and tolerance.

Reaction of the Educational World to the Interconnection of International Relations and Foreign Languages.

The report of a great university states, among other things, that there is no need to make Modern Foreign Languages a requirement for high school—let the student wait until he gets to college.

The report misses a golden opportunity. By doing this, it would leave a world citizen with no knowledge of the thought ways of the other countries of this world.

Reaction of the General Public

Modern Foreign Languages outstrip in popularity all other subjects put together—this is the result obtained in three different polls:

- 1) The Woman's Home Companion: 78% want modern foreign languages taught in high schools, 50% in favor of having them taught before the high school.
- 2) The G.I. education program in France shows French the first choice of subjects.
- 3) The New York City poll of Public Library readers also shows overwhelming desire for language instruction.

The people of the U.S. are headed in the right direction even if the executive minds of great universities and boards of education are not. This bodes well for the language field as the people of the U.S. are in the habit of getting what they want.

Can the Study of Foreign Languages be Adapted to a Constructive Program of International Relations?

Language teachers are capable of giving guidance along the road to peace and international friendship far more efficiently than the economist with his cold statistics or the historian with his accounts from a dead past or a comparative government man with his structures that change and topple over night.

We deal with peoples and their souls which are unchanging and with human nature which by the very diversity in its form of expression proves it is universal.

Nations must be interpreted to nation in order to make peoples friendly through contact

and knowledge and understanding so that world wars will cease and the brotherhood of man becomes an actuality.

Teachers of the new languages, Portuguese, Slavic, and the Oriental languages, give to their teaching a truly up-to-date international human content which has been lacking in the teaching of other modern languages.

ENROLLMENT IN FOREIGN LANGUAGES AS OF MARCH 1946

ED. NOTE:—We take pleasure in publishing the most recent report on the enrollment in foreign languages prepared by Dr. Theodore Huebener, Acting Director of Foreign Languages, Board of Education of the City of New York. The general increase in all the languages is indeed encouraging and should be an inspiration to all of us to put forth renewed effort to maintain the new status of foreign languages for which we have fought, and still are fighting, so gallantly.

The school term began with a slight increase in all foreign languages except Portuguese. The total enrollment, including day senior high schools, evening senior high schools, junior high schools and vocational schools amounts to 150,435, an increase of 2,361, or 1½% over last term.

The enrollment in the various languages is as follows:

	Oct. 1945	March 1946	Increase	
French	50,387	50,748	361	7/10 of 1%
German	8,175	8,488	313	3½%
Greek	20	23	3	15%
Hebrew	2,882	2,940	58	2%
Italian	10,010	10,550	540	5½%
Latin	14,549	14,599	50	½ of 1%
Portuguese	49	41	-8	-16%
Spanish	61,483	62,369	886	1½%
General Lang.	519	677	158	30%
	148,074	150,435	2,361	1½%

The greatest numerical increase was in Spanish, namely 886; the largest percentual increase, among the modern languages, was in Italian, i.e., 5½%. General language, which includes "preparatory language," has risen to 677. Numerical gains of over 300 were also made in French and in German. Italian, with more than 10,000 students, now ranks third among the modern languages.

Although the modern languages made their largest gains in the senior high schools, Spanish increased by only 2 in that division. However, in the junior high schools it gained 377, in the evening schools 441, and in the vocational schools 66. The enrollments in these schools are as follows:

	Senior H.S.	Junior H.S.	Evening	Vocational
French	31,328	17,899	1,233	288
German	7,387	936	105	60
Greek	23			
Hebrew	2,631	168	141	
Italian	7,062	3,113	321	54
Latin	12,741	1,605	180	73
Portuguese			21	20
Spanish	47,368	12,128	2,305	568
General Lang.	512	165		

French, German and Latin show gains in the senior high schools, but losses in the junior high schools. Although Spanish is gaining rapidly in the latter division, French still leads with

17,899 students. In the senior high schools French constitutes 30% of the language enrollment; in the junior high schools it is 50%. In fact, in the latter division more pupils are in French classes than there are in all the other modern language classes combined. In the evening schools and in vocational schools Spanish has made the largest gains. Foreign languages are offered in all of the evening high schools and in seven vocational schools.

THEODORE HUEBENER

Acting Director of Foreign Languages

ATTENTION! TEACHERS OF FRENCH

FRENCH NATIONAL RAILROADS REOPEN NEW YORK OFFICE

The French National Railroads (*Société Nationale des Chemins de Fer Français*) announce the reopening of their office at 610 Fifth Avenue, Rockefeller Center, New York 20, N.Y. In the very near future they will be in a position to give any information (passengers and freight) and to supply literature on France that might be of interest to you and of use in your classes. Mr. Verlot has been chosen to take charge of the office as General Representative for the United States and Canada and he and his staff will strive to maintain the bonds of friendship which have always existed between America and France.

FRENCH EMBASSY LENDS EXHIBIT OF FRENCH PAINTINGS

The French Department of Russell Sage College, Troy, N. Y. on February 25-28 exhibited as a loan from the French Embassy thirty-seven reproductions of modern French paintings.

Dr. Rebecca P. Flint, head of the French Department at the College, arranged the exposition through Monsieur Pierre Guedenet, cultural adviser to the French Embassy in New York. In addition to the students, townspeople were invited to view the paintings.

• Announcements •

ATTENTION! ALL TEACHERS PLANNING SUMMER COURSES

We are happy to publish the following information concerning five of the educational institutions offering Summer Sessions of interesting programs and projects.

The Northampton School for Girls, Northampton, Massachusetts, announces its eleventh session from June 24 to August 3, 1946. Address all inquiries to Miss Sarah B. Whitaker or Miss Dorothy M. Bement, Northampton School for Girls, Northampton, Mass.

The University of North Carolina announces its second annual session of the French House from June 13 to July 20, 1946 under the directorship of Professor Hugo Giduz, Professor of Education and French at the University of North Carolina, assisted by Mr. Jacques Hardre, instructor of French at the University of North Carolina and Mrs. Charlotte V. Huse, instructor of French at the Calvert School, Durham, North Carolina. In addition to interesting courses there will be evening lectures, motion pictures and entertainments of various kinds. Address all inquiries to Prof. Hugo Giduz, 107 Peabody, University of North Carolina, Chapel Hill, N. C.

Trinity University of San Antonio, Texas, announces the third session of its language School in Mexico, D. F. to be held from July 15 to August 23, 1946. Interesting courses in Conversation, Mexican Folklore, Literature, History, Archaeology and Spanish-American Philosophy will be offered in Spanish, the official language of the group. For further information write to Dr. Robert Owens, The Director of the Language School, Trinity University, San Antonio 1, Texas.

Middlebury College, Middlebury, Vermont, announces the inauguration of a course of study, leading to the Master's and Doctor's degree in Russian, which will be conducted at the summer session of the Middlebury College Language Schools, June 28 to August 15, 1946. The Russian School was founded last summer by Dr. Mischa H. Fayer who is the director and it has an all-native faculty, including Marya Andreyevna Tolstoy, granddaughter of the Russian novelist, Leo Tolstoy; and Olga Lang, author and interpreter at the Russian trials in Nuremberg, Germany.

The Augustana Institute of Swedish Culture announces the second session of the Summer School of Swedish to be held from June 17 to August 9, 1946 at Augustana College, Rock Island, Illinois. Courses on beginning, intermediate and advanced levels will be offered in a truly Swedish atmosphere by well-known and well-qualified teachers. Address all inquiries to Arthur Wald, Director, Summer School of Swedish, Augustana College, Rock Island, Illinois.

Personalia

University of Cincinnati, Cincinnati, Ohio

New appointment:

Lois Staffelbach, Acting Instructor in German (second semester)

Colgate University, Hamilton, New York

Retirements:

Frank C. Ewart (1940) Professor of Romance Languages

Robert C. Ward (1945) Associate Professor of Romance Languages

Promotions:

Frederick M. Jones to Head of Department of Romance Languages

Charles Choquette to Associate Professor of Romance Languages

Wm. J. Everts to Associate Professor of Romance Languages

Leave of absence:

Rest Fenner Smith at Syracuse University

Duke University, Durham, North Carolina

Resignation:

J. T. Reid

New appointments:

G. N. Laidlaw, Visiting Assistant Professor of Romance Languages

R. L. Predmore, Visiting Assistant Professor of Romance Languages

Madeline Nichols, Visiting Assistant Professor of Spanish and History

Sra. Isabel de Guerra, Visiting Assistant Professor in Spanish

J. M. Slay, Part-time Instructor in French and Spanish

University of New Hampshire, Durham, N. H.

Leave of absence:

John L. Floyd, Assistant Professor---continued on leave---Directory of the Centro-Americano in Bogotá, Colombia

Return from leave:

Paul L. Grigaut, Associate Professor---from State Department, Washington, D. C.

Resignation:

Alfred F. Buffington, Associate Professor---to Pennsylvania State College

Appointment:

Gertrude E. Teller, Instructor in Languages

State University of Iowa, Iowa City, Iowa

Resignation:

Donald Barton---to University of Utah

Additions:

Natives: (French)

Ragner, Jacqueline---from Allegheny College

Natives: (Spanish)

Castro, Nilda---from Peru

Chaves, Josefina,---from Colombia

Chaves, Odette,---from Costa Rica

Obaldia, Olga---from Panama

Pareja, Berta---from Peru

Streber, Margarita---from Costa Rica

Villagran, Francisco A.---from Guatemala

Assistants:

Axmear, Helen---from Univ. of Iowa

Blakely, Dorothy L.---From Southwestern Louisiana Institute

Canter, Miriam R.---from Univ. of Minnesota

Highley, Doris---from Texas Technological Institute

Quinnell, Constance P.---from St. Olaf's College

Stewart, Mary C.---from Texas Technological Institute

Landon, Florence---from Univ. of Iowa

Wexler, Charlotte---from Univ. of Illinois

York, Ruth B.---from Univ. of Iowa

University of Nebraska, Lincoln, Nebraska

Appointment:

Boyd Carter, Assistant Professor of Romance Languages---from Coe College

Leave of absence:

Alfred Scherer, Instructor in Germanic Languages (continued on leave)

Return from leave:

Emile Telle, Instructor in Romance Languages (second semester)

University of Pittsburgh, Pittsburgh, Pa.

Retirements:

J. F. L. Raschen, Professor of German

Reginald E. Johnson, Assistant Professor of French and Spanish

Promotion:

Blossom L. Henry, from Assistant Professor to Associate Professor of French

Return from leave:

Harry A. Gnatkowski (German)—from translator in Office of Censorship at Miami, Florida and San Juan, Puerto Rico

Appointments:

Joseph A. Mastronie, Instructor in Spanish—from Thiel College

Harry C. Goldby—teaching French and German

Jack A. Garnetta, Instructor in Spanish

Syracuse University, Syracuse, New York

Promotions:

Albert J. George, from Assistant Professor to Associate Professor of Romance Languages

Antonio Pace, from Instructor to Assistant Professor of Romance Languages

Sara Valenzuela, from Instructor to Assistant Professor of Romance Languages

Resignations:

Katherine Pastuhova, Instructor in Russian

Lucille Henry, Instructor in Spanish

Appointments:

Georgette Guth, Instructor in Romance Languages

Tania Leshinsky, Instructor in Russian

Roberto Morales, Instructor in Romance Languages

Homero Seris, Director, Centro de Estudios Hispánicos

Frances Whatley, Instructor in Romance Languages

Queens College, Flushing, New York

Promotions:

Harry Kurz—to Professor of Romance Languages

Maurice Chazin—to Associate Professor of Romance Languages

Return from leave:

Jacques Leclercq

Mack Singleton

University of Virginia, Charlottesville, Va.

Resignation:

Lawrence Lee, Assistant Professor of Romance Languages

College of William and Mary, Williamsburg, Va.

Resignation:

H. C. Turk, Instructor in German—to Lindenwood College, St. Charles, Mo.

Appointment:

Thomas C. Brandt, Assistant Professor of German

University of Wisconsin, Madison, Wisconsin

Department of French and Italian

Promotions:

Julian E. Harris (Chairman of Department)—from Associate Professor to Professor

Joseph E. Russo, from Associate Professor to Professor

Resignations:

Madeleine Baratte, Instructor in French—to Connecticut College for Women

Marie Davis, Acting Instructor in French—to Milwaukee Extension School of University

Hélène Cassidy, Acting Instructor

Appointments:

Marie C. Mengers, Acting Instructor and Directress of French House

Assistants: Howard Adams, George Hefke, Robert Johnson, Herta Jurin, Harry Osborne, Marie Powell, Hélène Remondin, Mary Rush, Mary Valis, Kathryn Voelker, Anne Webster Stimple, Patricia Brody, Doris Fay, C. B. Gringeri.

First semester only: Cecile Baudry, Daniel Merling, Norma Neuner

Return from leave:

Alexander Y. Kroff, Instructor in French (from government service)

Alfred Galpin, Instructor in French (from government service)

Department of Spanish

Professor E. Neale-Silva is now Chairman of the Department

Professor J. H. Herriott, formerly Chairman of the Department is now Associate Dean of the Graduate School

New Appointments:

Professor Gregory G. LaGrone—from the University of Pennsylvania

Lecturer Ramón Iglesia—formerly with the University of Mexico and the University of Illinois

Leave of Absence:

Professor C. D. Cool

Return from leave:

A number of assistants have returned from military service.

Professor Oelschläger has returned this semester from service with the U. S. Marine Corps

Correspondence

We are reprinting with the kind permission of Professor Mario A. Pei of Columbia University his letter which was published in the April 1946 issue of the *American Magazine* in connection with their Poll of Experts. We should be grateful to Professor Pei for speaking up in behalf of ourselves and our subject.

January 15, 1946

Editor,
American Magazine,
250 Park Ave.,
New York, New York.

Dear Sir:

Consider the glaring inconsistency in the minds of so-called experts that is brought out in these two statements, both on the same page ("How Good Are Our Schools?", Feb., p. 49):

"There should be less requirement of foreign languages."

"The experts see a most urgent demand for helping students to think soundly on *international* relationships" (their italics, not mine) "to build a firm organization of the world for peace."

How can there be sound thinking on international relations without

mutual understanding? What promotes mutual understanding better than, literally, understanding; i.e., the ability to understand what the other nation says and thinks in its own language?

This pronouncement of the "experts" is on a par with other pieces of nonsense recently paraded under the guise of deep scholarship, like the Harvard Report. Actually, it betokens a return to the good old isolationistic mentality of the past, the "Aw, let 'em speak English!" attitude that invariably leads to cultural imperialism, contempt of other nations, and, ultimately, war.

Fortunately, the experts are contradicted by the good common sense of the American people. A recent poll in *Woman's Home Companion* showed 78% of those polled in favor of foreign languages in the high schools, and over 50% in favor of language teaching in the elementary schools. The New York City Adult Education Program, carried on by the collaboration of the public libraries and the city colleges, shows more people interested in foreign languages than in all other subjects combined. The G. I. education program in Europe shows more G. I.'s taking languages than any other subject.

Sincerely yours,
MARIO A. PEI

• Reviews •

PLIMPTON, ETHEL W. AND FERNÁNDEZ, MARÍA T., *Don Segundo Sombra*. Cloth, pp. 184 plus xii plus xcii, Henry Holt and Company, 1945. Illustrated. Vocabulary. Notes. Price \$1.40.

Attractively bound, with clear and easily readable type, and decorated with a series of pen drawings by Howard Willard, this edition is a valuable addition to our still small store of texts by Latin American authors. Incidentally, the editors are deserving of the highest praise for the capable way in which they have handled this difficult piece of work. Theirs has been the task of making colloquial Latin American Spanish intelligible to students who are accustomed only to the synthetic or conventional *Spanish* Spanish . . . no small order. By means of an excellent vocabulary, abundant footnotes in places where the going gets too rugged for the average student to bear, and a simple but adequate exposition of the chief peculiarities of the language used by the characters of the story (pp. x-xii of the Introduction), they have succeeded admirably.

Don Segundo Sombra is a clean, wholesome and altogether delightful story, somewhat reminiscent of the *Eben Holden* that was so popular among American readers of a generation or two ago and which is still more or less a classic. Don Segundo is a man of the "strong, silent" type, a first-class "cow-hand," and as handy with a knife as were the cowboys of our own "wild and wooly" West with a Colt. Urged on by hero-worship and the boredom of small-town life with two old-maid aunts, the narrator of the story, a fourteen year old boy, runs away from home and follows Don Segundo to a neighboring ranch. From his newly-found friend and mentor the boy learns *gaucho* lore, and spends the next few years as a nomad, going from ranch to ranch and from one part of the country to another, leading a typical cowboy

life. Then he finds out that a relative has bequeathed him a ranch. He returns to claim his inheritance, but Don Segundo, unable to settle down in any one place for more than a very short time, rides away alone into the sunset in accord with the best Hollywood traditions.

As to the language of *Don Segundo Sombra* being typically Argentine, I am not quite sure. I recall reading one of Don Segundo's "tall tales," unfortunately omitted in the edition under discussion, to a Puerto Rican student of mine, as a sort of experiment. I then asked her if she could understand it, and if she noticed anything unusual about the language. Her answer was that she understood it perfectly, and that she noticed nothing unusual about the language except that it was that of the so-called lower classes. In Peru, Bolivia and Chile I have heard the *no más* used on every possible occasion—*entre no más, aquí no más, siga no más*, etc., etc.—as much, if not more than in Argentina. The Chileans seem to talk very much like the *gauchos*. I recall their use of *petizo* for *pony*, *pa* for *para*, the elimination of intervocalic or final consonants in such words as *e'tá, Santia'o, la'o*, etc., the use of *medio* before an adjective to produce a sort of irony of understatement, and the thick *mah o menoh, vamoh, grasiash*, etc., articulated as if the speaker had his mouth full of—say—a generous chew of tobacco. The only thing I have ever noticed about Argentine Spanish which definitely sets it off from any other variety is the slurring of the *ll* and *y* (*Ayer en la Calle Cangallo un caballero cayó de un caballo.*), and the use of *che* to attract attention on such occasions when we might call out "Hey there" in English. This is not meant to be controversial, but is offered for whatever it may be worth.

The editors rightly state that *Don Segundo Sombra* is for "intermediate or advanced college students," in other words, for a fourth or fifth semester class. Even at that stage it would not be too easy. But I am positive that a good class, a class interested in Latin America and willing to do the necessary "digging," will feel that their efforts are amply rewarded, that this novel affords them the most delightful reading experience in the entire course of their language study.

McKENDREE PETTY

College of Saint Teresa
Winona, Minnesota

WALSH, DONALD DEVENISH, *Introductory Spanish—Reading, Writing, Speaking*. Norton, 1946. Pp. 224+xii. Price \$1.95.

The trend seems to be back to a more conservative, multiple-approach type of foreign language grammar. Professor Walsh, following (or helping lead this trend), has chosen to give us a thorough book. The teacher who is willing to shoot at thoroughness will do well to examine this new text which, in our opinion, will help him attain this worthy ideal.

One of the notable contributions of this book is the honest and non-apologetic recognition the author has given to usages that are current enough to be accepted even when they vary from the limited Castilian practices. For example, *lo* is given as the direct object for masculine persons (p. 46), *vosotros* is eliminated in South America usage (p. 9), and the *c-z* and *ll* are given the so-called American pronunciation by preference.

The active possession of the languages is evidently uppermost in the author's mind judging from the quantity and excellence of the exercises designed with that in view. The very complete English-Spanish vocabulary also shows this.

Professor Walsh has learned by his daily experiences with beginning students that a sound, thorough knowledge of a limited, but idiomatic, vocabulary with a thorough active knowledge of grammar will be the best basis on which to build. The explanation of usage is mainly through example, but rules and grammatical terminology are not dodged when they are the most efficient means to the desired ends.

The suggestion that three days may be given to each of the 25 lessons is valid for the professor who is interested in thoroughness. But by eliminating some of the exercises designed to help the student to an active knowledge of Spanish, one will find it possible for each lesson

to be finished in two days. The professor who likes to introduce a reader before finishing the grammar will be glad to know that the indicative tenses, as well as the polite command forms, are introduced by the time the 12th lesson is finished. In other words, the teacher who wishes to use this book as a rapid approach to reading, may start a reader which uses *all* the indicative tenses, by the end of 25 hours of college instruction.

There are, of course, a few things that might have been added as desirable. In spite of the literary frequency of the verb *caber*, we feel that it ought to be included in an elementary text. We also feel that the demonstrative *ese* may well be relegated to an explanatory footnote or at least be taught as the form of limited use. *Ese*, if given first, as is customary, is likely to be learned first at the expense of *aquel*.

All in all, however, we feel that his text is a very valuable addition to the Norton Series. We prophesy a cordial reception by conscientious and careful teachers.

JAMES O. SWAIN

University of Tennessee
Knoxville, Tennessee

RODRÍGUEZ-CASTELLANO, JUAN, *En busca de oro negro*. New York: F. S. Crofts & Company, 1945. Pp. 153+V. Price \$1.25.

Professor Rodríguez-Castellano has stated his general aim very clearly in the Preface. "*En busca de oro negro* has been prepared in the hope that it will interest students in the second semester of college Spanish and the second year of high-school Spanish." He has succeeded admirably in his objective.

This exciting mystery and adventure story, dealing with the gathering of wild rubber in the Amazon region of Peru, is lively and engaging; it should make a decided appeal to students who want real emotions and real life depicted in the Spanish class. The principal character is Robert McLendon, who is appointed to an important position as engineer with an American rubber corporation in the Peruvian capital of the Amazon, Iquitos. The climax of the story is reached when the young Mr. McLendon intercepts the operations of a ring of Nazi agents employed by the blue-eyed Ilge, in the sabotage of rubber production along the great South American river. The outstanding merit of this text is that it is written in colloquial, idiomatic Spanish and emphasizes a practical, everyday vocabulary.

The account is divided into twenty-four chapters. There are ninety-five footnotes, translating what might be difficulties for beginners, and having the added advantage of obviating the need for referring to another section. Some instructors who resent any unnecessary mollycoddling and pampering of the student may point out that several notes might be dispensed with, for the translations are also found in the vocabulary. Thus *¿Qué ocurre?* (p. 44) is one that seems superfluous; *oscura como boca de lobo* (p. 57) is another. At the end of each chapter a set of questions and objective-type exercises constitute suitable aids for oral grammatical drill, conversational practice, and text comprehension. The Spanish-English end vocabulary (pages 115 to 153) is very good. Carefully written and expertly proofread, *En busca de oro negro* contains ten striking black and white illustrations by Marion Junkin; these add interest to the high spots of the plot. I should like to add that the green cover enhances the appearance of the book, making it far beyond the average in attractiveness.

The reviewer highly commends *En busca de oro negro* for students who have a sufficient mastery of basic grammar and vocabulary. In addition to offering an interesting story, this text contains valuable information for the knowledge and understanding of rubber production on the Amazon as well as the geography, history and customs of Peru. More than that, it should prove most helpful in conversational and oral work at an early period of study.

EDNA LUE FURNESS

Casper Junior College
Casper, Wyoming

ASHCOM, B. B., and GOODELL, BLANCHE E., *Functional Spanish Review Grammar and Composition*. New York: The Macmillan Company, 1945. Cloth x, 320 pp. Price \$2.25.

This functional review grammar and composition contains thirty chapters and was designed for use "any time after the completion of an elementary grammar." The authors state in the Preface that their hope is that the book "will bridge the gap" between the first and last of the three units which they believe comprise the basic work in the teaching of Spanish: The first is a concise grammar covered rapidly and "with as much supplementary reading as possible." The second, review of the grammar "from a functional point of view, with a thorough exposition of grammatical principles and with an increase in the amount of supplementary reading." The third, "extensive reading, with intensive treatment of selected passages for the purpose of observing in action the grammatical principles explained in the previous unit."

Seven chapters in the first half of the book, however, are devoted to the subjunctive while other things possibly of more immediate use to the student are left for later. For example: the gender and number of nouns are not treated until chapters XXIX and XX, the subject and indirect object pronouns in chapter XXII, the direct object pronouns in XXIII, and reflexive personal pronouns (the position of personal pronouns) in XXIV although reflexive verbs make up chapter XIV.

The vocabulary "includes over eighty-five per cent" of the two thousand words of Groups 1-4 of Keniston's *A Standard List of Spanish Words and Idioms* and also "some words not in Keniston but particularly appropriate to conversational usage." Indeed, it is a bright note in Spanish textbook trends to see that more words important in conversational usage are being given a place in vocabularies although they may not always be of the highest frequency in the literary word counts.

In each chapter there is a reading section. This is not made up of connected prose but rather of individual sentences. The authors remind us that this device rather than connected discourse "makes it possible to bring together in one place many illustrations of the actual use by Spaniards of the grammatical functions explained in the chapter" without verbosity, irrelevant constructions, and other disadvantages found in longer passages of connected prose. The excerpts are from newspapers, magazines, and the works of modern Spanish and Spanish-American authors. Below are given the first two sentences from the reading of chapter XIV (Reflexive Verbs) to give an idea of how their method works:

1. Desde chicas nos conocemos, siempre amigas y siempre juntas.
2. Don Francisco salió al balcón a tomar el sol, y allí se estuvo cerca de media hora.

There are exercises, too, for each chapter. These are, in most cases, completion drills and the last one in each lesson is a list of sentences to be translated into Spanish.

Following the Preface, there is an excellent, brief foreword to the student.

Appendix I (Verbs) contains twenty-five pages and Appendix II (Verbs Requiring a Preposition Before a Dependent Infinitive) contains three pages. Spanish-English and English-Spanish vocabularies and an Index complete the volume.

The book seems to have been very carefully proofread. The only misprints noted are on p. 37: *Si, señor, acepto*. instead of —*Si, señor, acepto*. and on p. 97: *laizquierda* instead of *la izquierda*.

TERRELL LOUISE TATUM

University of Chattanooga
Chattanooga, Tennessee

ARJONA, J. H., *Viaje de negocios*. New York: American Book Co., 1945. vii, 299 pp. Price, \$1.80.

Viaje de negocios is a successful attempt to combine a text in commercial Spanish with a review of Spanish grammar. The emphasis of the book, and the space in each lesson, is equally divided between the two objectives.

Stressing the commercial side, there is a series of Spanish texts, at the beginning of each of the twenty lessons, which describe the adventures of two young Americans who go to Mexico as representatives of an American firm. The story is filled with commercial information, and at the same time, forms an amusing narrative, with a good deal of interest for the student. Among the exercises of each lesson is a set of fifteen sentences, connected in thought, for translation into Spanish, offering practice in the use of commercial terms. Each lesson contains a set of business and epistolary phrases to be memorized. Finally, there are special vocabularies, Spanish-English and English-Spanish, of business terms.

The review of grammar is sound, thorough, and at a level of difficulty not beyond the understanding of second-year high school students. The grammar exercises include, in addition to the written translation into Spanish, replacement exercises, drill on verbs and phrases, endless variations of sentences to be conjugated or assembled from interchangeable parts (which would, I should think, be very dull for both student and instructor), and rather ambitious composition projects.

The book is most attractively printed and bound. My one criticism of the arrangement is the quadruple end-vocabulary: Spanish-English Business Terms, English-Spanish Business terms, Spanish-English Vocabulary, English-Spanish Vocabulary. While in theory it is a convenience to have all the business terms grouped together, I fear that many students will grow weary of looking up words which turn out to be in the other vocabulary.

The chief virtue of the book is its stress on business Spanish, and it will admirably fill the needs of any teacher of second-year students who wishes to point toward this objective.

DONALD D. WALSH

The Choate School
Wallingford, Connecticut

LOHAN, ROBERT, *The Golden Age of German Literature*. Frederick Ungar Publishing Co., New York, 1945, \$2.75.

As the second of a projected three-volume anthology of "Living German Literature," this volume will unquestionably prove to be the equal of the first, probably in some respects its superior. In harmony with the best standards of anthology-making, Mr. Lohan has restricted himself to well chosen, representative excerpts from Goethe's and Schiller's classical dramas, Goethe's prose, *Faust*, and from the dramas of Grillparzer and Kleist. In making his choices, he has borne in mind the importance of selecting what is clearly of value today and of true significance for the American student of German.

Particularly well done are the numerous explanatory additions both in the text and in footnotes, information expressed in a clear and lucid style of the right level of difficulty. The section covering the two parts of *Faust* affords a very adequate introduction to the work with respect to both content and form. Literary terms, whenever used, are given simple and yet informative descriptive definition. As in the first volume, the system of marginal vocabulary, employed in sensible proportion, gives due regard to intelligent principles of translation (although I prefer "requires" for "involves," p. 10; "renunciation" for "resignation," p. 92; "remains—or continues—in that state" for "persists in it," p. 96).

No doubt every teacher of language and literature has asked himself how much of an impression an anthology consisting of very short, albeit significant, selections from the masterpieces of literature make upon the undergraduate. What the relative educational value derived from the reading of one literary work in its entirety and from the reading of an anthology, those teachers who prefer the survey type of course, particularly for second semester classes in the sophomore year, could make no better choice than this book by Robert Lohan. Any class that manages to assimilate at least part of the material contained therein, and to profit by its study of the language, can regard the semester as exceedingly well spent.

In reviewing an excellent textbook such as this, one hesitates to mention the inevitable shortcomings. In this book the latter are indeed few in number. While Grillparzer is given

merited space and an understanding analysis (although the reference to Johann Strauss is, to say the least, farfetched), Kleist is inadequately treated and indeed an unhappy choice for the conclusion of the volume. Also, I should like to take exception to the traditional generalization with regard to the relative importance of content and form in primitive, classical, and decadent art—the idea that in primitive art stress is laid upon content rather than form, and vice-versa in decadent art. Actually, form and content both receive emphasis in primitive art, only on a simple level; classical art carries these two aspects to a higher degree of complexity; decadent art represents an affectation of form with suitable insignificance of content. Intensification of form, furthermore, where art is reduced to the function of conveying certain aesthetic impressions, hence not requiring any special “content,” is not decadent but on the contrary a legitimate phase of art.

SIEGFRIED PUKNAT

Beloit College
Beloit, Wisconsin

EVANS, M. BLAKEMORE, and RÜSELER, ROBERT O. *Say It in German*. New York, F. S. Crofts & Co., 1945, 44 pp. Price \$0.45.

In this little pocket-size manual of practical German conversations the well known team of Evans and Rüseler has prepared a welcome supplement to basic grammar and reading instruction. Starting with the assumption that “Talking is good fun” the authors want these conversations to take out no more than fifteen minutes from ordinary classroom drill. In 22 chapters the student is made acquainted with the essentials of conversational settings ranging from *Bekanntschaft machen*, *Sich zurechtfinden*, *Im Eisenbahnabteil*, *Auf Wohnungssuche*, *In der Drogerie*, *Beim Arzt*, *Auf der Bank* to *Warnungszeichen und Schilder*. Each dialog occupies one right hand page and is subdivided into about three equal sections each a variation on the original theme. In contrast with many similar texts which offer but one reply here leading questions are answered in divers ways embodying negative and affirmative statements. Each sentence is to be repeated and memorized in chorus and by individuals until “letter-perfect.” Thus it is believed that within one week’s work mastery is achieved. In keeping with the basic purpose of this material, notes and vocabulary have been omitted. However, on the reverse page there is a free translation of the German, purposely free to prevent the learner from associating the German word for word with the English. By changing a word here and there many different situations may be created out of this timely and lively material. Students desiring to augment their speaking knowledge of German will receive practical aid in *Say It In German*.

WILLIAM I. SCHREIBER

The College of Wooster
Wooster, Ohio

KANY, CHARLES E., and SACHS, EMILIE P., *Intermediate German Conversation*. Boston: D. C. Heath and Company, 1945, vi+69 pp.

Ibid., *Advanced German Conversation*. Boston: D. C. Heath and Company, 1945, vi+83 pp.

These two booklets may be added to the ever-growing bibliography of language text books devoted to the “direct method,” and to those of us who, for many reasons, find it inexpedient to make any radical changes in our teaching methods, and yet feel the inadequacy of our grammar and reading courses (and who doesn’t!), these little volumes offer a splendid opportunity to experiment in a modest way with the increasingly popular “learn by speaking” procedure.

Both *Intermediate German* and *Advanced German* are designed to supplement the traditional courses rather than supplant them. Each lesson is intended to take up about fifteen or twenty minutes of the class period. The material is arranged in dialog fashion, and the maximum benefit can be derived only by actual memorization of the lessons, either by roles or

completely. Each lesson is copiously annotated and, in several instances, a supplementary vocabulary is given. The dialog is cleverly written and especially appealing to the student, with a humorous twist quite beyond that of the usual text book.

Since instruction in conversational language is necessarily concerned to a great extent with idiomatic usages, the footnotes assume considerable importance, and the authors have handled this chore with remarkable skill. One feature which especially appealed to the reviewer is the distinctions made between North and South German expressions, as for instance differentiating between Austrian and North German methods of telling time.

The weak spots are few and perhaps characteristic of the abbreviated text that lays no claim to completeness. Words explained in the footnotes are not, in general, repeated in the main vocabulary at the end of each booklet. For purposes of quick reference, therefore, the texts are somewhat handicapped. Again, the footnote explanations of nouns used in the text proper do not always give the nominative singular and the gender, although this occurs very infrequently and could easily be corrected in a later edition. Just where German ceases to be "intermediate" and becomes "advanced" is a quite subjective matter and perhaps need not be decided too definitely, since the completion of either booklet would enrich the student's vocabulary immensely. The language seems a trifle wooden and stilted occasionally, but in the hands of a capable teacher the material could and would be amplified.

Almost every teacher of modern languages winces whenever the subject of oral fluency is discussed, and yet the task of remedying the situation is peculiarly difficult, perhaps especially so for the instructor of German. These booklets offer a convenient opportunity for cautious experimentation, and deserve the close scrutiny of any department contemplating a careful use of the "learn by speaking" method.

JOHN T. WATERMAN

*University of California
Los Angeles, California*

DUBIN, JOSEPH E., *The Green Star*, Philadelphia, National Institute of Esperanto, 1944. Pp. vii+281. Illustrated.

In these days of the discussion of the value of a foreign language—or foreign languages in general—as an instrument for international understanding and world-wide co-operation, the question of an international auxiliary language to be used by all peoples naturally comes to mind. This book presents the case for Esperanto.

Mr. Dubin very wisely stresses the fact that Esperanto would be an auxiliary language and would in no wise displace established languages and literatures. While an enthusiast for his subject, he tries to be fair and impartial and presents the history of the auxiliary language movement in general. In this brief sketch he discusses various other auxiliary languages and gives a brief history of each, but by far the greater amount of space is given to Esperanto—its history, development, and wide-spread use. Appendix I contains a brief outline of this language and Appendix II gives a list of Esperanto organizations all over the world.

As the author admits in his preface, the book is jerky in style and a bit diversified in content, as well as being decidedly on the over-enthusiastic side. I am inclined to think that he paints too rosy a picture of an Esperanto-speaking world—if only as an auxiliary language. But the book is interesting and gives the reader a good idea of the whole movement; as such I recommend it to teachers of modern foreign languages.

WM. MARION MILLER

*Miami University
Oxford, Ohio*

MEYER, ADOLPH, *Voltaire: Man of Justice*. New York: Howell, Soskin, 1945. 395 pages.

It is strange and significant that the heroes of humanity's upward march, like Voltaire,

Paine, and Shelley, who have fought the good fight for the liberation of mankind, are precisely those who have suffered most from a withering *odium theologicum et politicum*. Two recent volumes by W. E. Woodward and Howard Fast have rehabilitated, let us hope permanently, that ubiquitous champion of freedom whom Theodore Roosevelt so snidely called a "dirty little atheist"; such authoritative writers as W. E. Peck, N. I. White, and C. H. Grabo have vindicated the poet Shelley's political and philosophical acumen; and now Professor Adolph Meyer, with his pleasingly and sincerely written biography of Voltaire, adds his voice to the swelling choir of the defenders of that "Man of Justice."

Apologist though he is, Professor Meyer shows himself to be eminently fair in his handling of the many polemical questions in Voltaire's contentious existence. For example, he has maintained a singularly unbiased attitude in his treatment of the extremely touchy subject of Voltaire's ethics. When Voltaire was mean and vicious in his controversies, he is so depicted; and his unworthy actions are not invariably justified, nor all his foes denigrated. This is in sharp contrast to such a work as Torrey's *The Spirit of Voltaire*, a critical study that is, on the whole, unusually penetrating, but which errs in an over-enthusiastic espousal of Voltaire's side in most arguments. Professor Meyer, in short, has successfully avoided the besetting sin of biographers, namely, identifying himself too completely with his subject.

In the consideration of another debatable matter, the author, though following in the footsteps of a famous critic, is perhaps on less firm ground. Thus he writes (p. 112) that "Voltaire had left France a promising poet; he returned a philosopher." It is, in fact, the tendency of English-speaking writers to emphasize the importance of Voltaire's sojourn in England for the development of his ideas. Viscount Morley, in his profound study of Voltaire, remarks similarly: "Voltaire left France a poet, he returned to it a sage." (Cf. John Morley, *Voltaire*, London, Macmillan, 1919, p. 58.) On the other hand, French critics are likely to play down the English influence. So Lanson (*Voltaire*, Paris, Hachette, Septième Edition, n. d., p. 36) takes great pains to refute Morley by citing numerous striking passages from Voltaire's correspondence and published works which show that republican, parliamentary, deistic, and anti-clerical ideas were already simmering in his mind before 1726, the date of his departure for England. Moreover, as early as 1714 or 1716, and again in 1726, the police had received complaints of his preaching deism and anti-clericalism to young nobles. (*Op. cit.*, p. 34) Lanson concludes with some justice that "L'Angleterre a mûri, armé, excité Voltaire; elle ne l'a pas fait." Morley's is a pretty phrase, but such sudden ideological transformations after the age of thirty are very unlikely.

This, however, is of minor significance in a work that is marked generally by a balanced judgment. It is well planned, well constructed, and smoothly written. Analyses of books, which usually slow down the course of a narrative, are so deftly introduced that the reader is hardly aware that he has absorbed a rapid but thorough summary of a play, novel, history, or essay. There are many citations, particularly "from private letters and documents to which the author had access in Geneva, Versoix, and Ferney," but these also are skillfully interwoven into Voltaire's life-story, making a fast-moving account enlivened by pleasant anecdotes illustrating the "Great Mockers'" mordant wit. The elimination of notes and the translation of all quotations, including those in verse, seem to indicate a desire to reach a popular audience. Emphasizing, as a modern biography should, political, social, and economic questions, this life of Voltaire must appeal to the educated amateur and inspire the high-school or college student to read the works of the "Man of Justice."¹

RICHARD PARKER

New York University
New York, N. Y.

¹ The printer has omitted several accents and cedillas: p. 225 (*âne*), p. 307 (*l'infâme*, also on pages 308 and 390), p. 387 (*Société Française, Mémoires, François*), p. 389 (*Adélaïde*). P. 13 for *Moissade* read *Moïsade*; p. 387 read Versoix instead of Versaoix; p. 340 two lines are transposed.

Everybody's Russian Reader, compiled by R. Fastenberg. Language Student Press, 121 Varick Street, New York, 144 pp. \$2.00.

This attractive reader distinguishes itself from most of the new Russian readers for American students that have lately appeared, in three ways: 1. It does not claim to be for beginners, though it contains much material that has been found in books for beginners. This one is said to be for students who have had about one year of Russian—which is about where it does belong. 2. It contains vocabularies facing each page of the Russian text, so that the student is spared the task of thumbing through pages and pages of vocabulary at the end of the book. 3. It contains portraits of most of the authors and is arranged in chronological order.

In the introduction, the compiler says: "When the student has finished the book he will have learned thousands of new words, idiomatic expressions, and he will have a much better understanding of the language. . . ." In this statement of the author is found the usual misconception of teachers of Russian, namely that a student even after one year of college language can "learn thousands of new words and idiomatic expressions." Teachers of other languages are satisfied if their students know two thousand words after two years. Why should a student of Russian be expected to know more? If this book were graded as to difficulty and if a conscious effort were made to select material on related subjects so that vocabulary could be repeated, the language student would profit much more than from the fact that the selections from Lermontoff and Pushkin appear first and those from Simonov appear last.

However *Everybody's Russian Reader*, would seem to this reviewer the most usable of all the second year readers that have recently appeared. The selections are short and representative. The student will enjoy handling the book and will have a feeling of accomplishment when he has finished.

AGNES JACQUES

Roosevelt College
Chicago, Illinois

HILLS, E. C., HOLBROOK, R. T., and HUMPHREYS, H. L., *French Short Stories*. Abridged Edition. Boston: D. C. Heath and Company, 1945. Price, \$1.48.

I have always enjoyed teaching the original edition of this book, whose 17 interesting modern stories, told by 11 different authors, serve as a delightful introduction into French literature for students just finishing their basic training.

The revised edition, abridged through the omission of seven stories and four authors, includes a set of new-type exercises "to meet the special needs of certain classes of students who combine reading with conversation, grammar drill, and composition." The exercises, based on the texts, include in each lesson group a questionnaire, a subject for composition, and a translation into French; intelligently spaced through the groups are exercises, varied to enable the student to review not only all parts of speech but also the important idiomatic expressions and word and phrase relationships. The exercises are interesting, and continually emphasize the necessity of complete sentences. The translations into French, in the form of short résumés, afford opportunity to use a French that is natural and alive, challenging the student to rethink his English as well as his French. Division of words into syllables, underscoring of certain sounds, and listing of difficult words serve as aids to pronunciation. Antonyms, synonyms, homonyms, equivalent expressions, cognates, definitions—all are presented so as to keep both the student and the teacher awake and interested.

Especially appealing to me are the following kinds of exercises: a choice between *l'imparfait* and *le passé composé*; selection of the correct tense of the verb used in the subordinate clause introduced by *si*, *quand*, or some word demanding the subjunctive; differentiating between words often confused, like *puisque* and *parce que*, *lieu* and *place*, *pendant* and *pour*, *avant* and *devant*, *temps* and *fois*, *après* and *après que*, and *car* and *parce que*; and practice in the different relationships of *l'un l'autre*.

This edition should adequately answer the needs of classes starting the fourth or fifth semester of high school or the third semester of college. It would be advantageous to have extra copies of the 34 pages of exercises, to be used by the students during the class period only. A short review grammar of 15 or 20 pages would enhance the value of the exercises, for many students do not own a grammar, and some do not care to read lengthy explanations.

The whole book has been skilfully and carefully done.

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GREEN, F. C., *Maupassant: Choix de Contes*. Cambridge University Press, 1945.

This collection of twenty stories may be considered a sequel to the previous volume, *Fifteen Tales by Maupassant*, which Professor Green brought out in 1943. Perhaps a student is supposed to have read the first collection before taking up this *Choix de contes*. Indeed, unless he has read also a good many other things in French literature, the bulk of this selection may tend to confirm him in the distorted view of French fiction which is so sadly prevalent among English-speaking people.

In an editorial note at the beginning of the book, Professor Green announces that "this selection of Maupassant's tales is not primarily designed for educational use." That statement seems an adequate defense against certain criticisms which might otherwise be made. While a few notes here and there explain "the occasional elusive word or idiom," there is no vocabulary at the end; the reader is supposed to be a person already well accustomed to reading in ordinary French.

As the earlier volume of *Fifteen Tales* had begun with the famous story of *La parure*, well known to American readers and often praised as a model, so the *Choix de contes* includes one which must be almost equally familiar in translation, *La ficelle*, though the latter does not come at the beginning. We might say, however, that this seems practically the only point of resemblance between the two collections. Whereas the first book had admirably illustrated the wide variety of tones and situations that may be found in Maupassant's work, the present *Choix* has rather the effect of emphasizing the depraved characters, the "morbid" situations, and the moral defeat which the author could present with unflinching realism.

About a generation ago, when the works of de Maupassant in English translation were being widely advertised in this country, full-page announcements made conspicuous use of the descriptive phrase, "tales of love and lust." Now Professor Green's second *Choix*, if it were taken as fully representative of de Maupassant, would appear to justify that lurid phrase. Yet de Maupassant surely demonstrated, again and again, that a short story can do perfectly well without any "love" element whatsoever, as witness for example *La ficelle* or *Les deux amis*. The latter, which is set in the time of the Franco-Prussian war, might well have been included in the collection, though its representation of German ruthlessness in handling prisoners seems tame indeed compared to the vast scale of hitherto unbelievable atrocities which recent warfare has made familiar to us.

If this review has appeared to imply an unfavorable opinion of Professor Green's choice of *contes* for his book, any such impression may be offset by a remark concerning the introduction. Therein will be found a most intelligent, fair-minded, sensitive, and illuminating analysis of de Maupassant's work in general and of various stories in particular. Thoughtful perusal of this Introduction ought to be a sufficient antidote against wrong notions about French literature which might otherwise be inculcated by the mere reading of the tales included in the volume. Moreover, these prefatory pages should go far toward giving the student a clear understanding of why de Maupassant's name belongs in the list of the great writers of all time.

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BURÉ, EMILE, *Ernest Renan et l'Allemagne*, textes recueillis et commentés par Emile Buré, Brentano's, New York, 1945.

These selections from Renan's works are preceded by a thoughtful preface by Emile Buré and followed by Anatole France's speech, given at Tréguiers in 1903 when Renan's statue was inaugurated. They include "the Franco-Prussian War," the "letters to Mr. Strauss," "Letter to a friend in Germany," "The Dream of Siffroi" and "What is a nation."

Emil Ludwig once remarked that Germany had been great intellectually only when the state was weak. In 1870 the state had become strong and Renan who had considered Germany as his "mistress," who had dreamed of seeing her succeed in creating a scientific and rational organization of the state, was bitterly disappointed. These selections all concerned this disappointment but he writes with the gentleness of a mature mind, a serene and all embracing clear-sightedness.

To him, the greatest misfortune of Germany was to be absorbed by Prussia because the narrow fanaticism of the powerful Prussian nobility could not stand the thought that the fate of Prussia was not to prussianize the whole of Germany and later the whole world for the sake of a narrow political fanaticism which, at the time, had no name but has acquired one since, a name of tragic significance in our modern world: Nazism.

According to Renan, races, ethnography, are of little importance in the formation of a nation. The will of the people makes the nation. It is a spiritual principle, a soul. That is why taking Alsace-Lorraine from France was like the amputation of a limb from a living body. A nation who considers only her own interest cannot play a part in the general scheme of things and is bound to become narrow and fanatic and, eventually, to disappear.

Because he believed in continuous change, Renan saw Europe in the future as a confederation in which France would have her place. Her role would be to fight pedantism, dogmatism and narrow rigorism. What part could Germany play?

But these pages are not so much an attack on Germany as a plea for universal understanding and cooperation. It is a disheartening thought, that problems presented so clearly more than seventy-five years ago are just as far as ever from being solved to-day.

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LACOUR-GAYET, ROBERT, *Les Grandes Crises de l'Histoire de France*, Montréal: Les Editions Variétés, Dussault et Péladeau, 1945. 278 pages. Price \$1.50.

At this time, when France after five years of sorrow and suffering, of struggle and strife, is attempting to re-orient herself to the future, the publication of *les grandes crises de l'histoire de France* by M. Robert Lacour-Gayet is of particular interest. Not that this new book treats otherwise than in passing the critical period since 1940, but it does deal thoroughly with the many other crises which France has undergone and survived, from the fall of the Roman Empire to the disaster of 1870. Thus it furnishes the reader with a sound background of historical data, with a penetrating analysis of those other fateful moments in French history, so that he can attempt to assess the crisis of the present and place it in its historical perspective.

The author disclaims any original research on his part in this study, declaring that he has presented no new documents nor previously unknown facts.

Some of the crises discussed by the author were of relatively short duration, such as that of 1848 which lasted but ten months; others, such as the Hundred Years War, lasted for a century. The causes of these crises were different, and the solutions, partial or complete, which were found for them were equally varied. For a solution was always found, and France survived because sources of enduring strength were always to be found in those two elements, unity and continuity, upon which the author lays much stress.

It is in a personal and vigorous style that M. Lacour-Gayet recounts those tense dramas of the fifth and tenth centuries when France, emerging from the shadows of the crumbling Roman Empire, became a national entity, thanks to the efforts of Clovis and Hugues Capet in particu-

lar. The author shows clearly how the principle of legitimacy was menaced and the unity of the country placed in danger during the time of the Hundred Years War and the Wars of Religion. It is with a fine sense for the essential detail that he analyzes and comments judiciously upon the efforts made to improve man's lot in the late eighteenth and in the nineteenth centuries which resulted in those crises which were the French Revolution, the Revolution of 1848, and the establishment of the Third Republic.

M. Lacour-Gayet concludes this well-written and thought-provoking book by indicating briefly that present-day France has, among many other duties, one essential task to do, one which, well performed in the critical hours of the past, served well the cause of national unity and continuity.

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ROSSI, P. CARLO, S.J., *Portuguese: The Language of Brazil*, New York, Henry Holt and Company, 1945; pp. x, 380, lxxxv; Price: \$3.00.

The majority of instructors in Portuguese will be very grateful to Father Rossi, since he has provided them with an excellent text. Although the ample material provided by the author may seem excessive for some situations, the exercises are independent of each other and so arranged that an alert instructor can adapt the manual to the needs of his particular class.

The author has conformed in an excellent manner to his preliminary purpose: "This grammar is primarily intended for Americans interested mainly in Brazil. It uses Brazilian orthography, pronunciation, vocabulary, idioms and syntax. This fact, however, does not establish Brazilian Portuguese as a language apart from Continental and Colonial Portuguese. . . ."

Thirty-five chapters present the essentials of Portuguese grammar. Several supplementary appendices provide a more exhaustive analysis of certain material presented within the lesson chapters. The majority of the latter are organized in the following manner: a short, practical dialogue (e.g., *No correio*, *Ao telefone*, *No banco*, etc.) in Portuguese and English in parallel columns with a phonetic transcription of the former at the bottom of the page; an examination of a grammatical topic; a practice exercise accompanied by its English translation and phonetic transcription; and a *Basic Drill*, including a vocabulary, ten Portuguese sentences to be translated into English and ten English sentences to be translated into Portuguese.

It is to be hoped that the author will be given the opportunity to make a few minor modifications in subsequent reprintings which may be expected, for this is a text that merits them indeed. It would seem desirable that the exercises in which numbers appear prior to the presentation of that topic should have those numbers written out in parentheses after the figure, especially since the author has indicated the phonetic transcriptions of such numbers, e.g., 40 and 403 (p. 1), Cr. \$1500 and Cr. \$1300 (p. 95), 1950 (p. 98), etc. There is a discrepancy between the rule and the example for the plural of nouns ending in *-es* (p. 25).

The English-Portuguese vocabulary at the end of the volume is not always adequate; e.g., *east*, *o este* (p. lv) is inconsistent with *o Este*, *East* (p. 79). A few words required for translation into Portuguese are missing from the general English-Portuguese vocabulary, e.g., *Empire* (p. 154), *past* and *home* (p. 207), *father* and *phone* (p. 225), and *testimony* (p. 239).

Some of the sentences in the exercises to be translated into Portuguese involve the employment of constructions prior to their formal presentation; e.g., in Exercise D (p. 94) sentences 2, 3, 6 and 10 require personal pronouns introduced two chapters subsequently; sentence 3 of Exercise D (p. 102) requires the use of reflexive pronouns whose presentation appears on p. 122.

A partial list of the limited number of typographical errors follows: *pôr* for *por* (p. 140), *décimos sexto* for *décimo sexto* (p. 146), *fácies* for *faceis* (p. 178), and *fazar* for *fazer* (p. 256).

It can readily be observed that the remarkably limited number of inadvertent errors in a work of this scope and size limits in no manner the usefulness of this text, and its adoption by many can be safely predicted.

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Books Received

MISCELLANEOUS

- Koolhoven, H., *Teach Yourself Dutch*. The Teach Yourself Books. David McKay Co., Philadelphia, Pa., 1946. Price \$1.00.
- De Groot, John Henry, *The Shakespeares and "The Old Faith."* King's Crown Press, Columbia University Press, New York, 1946. Price \$3.00.
- Leslau, Wolf, *Bibliography of the Semitic Languages of Ethiopia*. New York Public Library, New York City, 1946.
- De Levie, Dagobert, *Business Phrases in Six Languages* (For Writing Letters in English, Spanish, French, Dutch, German, Russian). Pitman Publishing Co., New York, 1946. Price \$1.75.
- De Levie, Dagobert, *Basic Language* (English, French, German, Russian). S. F. Vanni, New York. Price \$1.75 (cloth).
- Wilson, F. P., *Elizabethan and Jacobean*. Oxford University Press, New York, 1946. Price \$2.25.

FRENCH

- Perrier, Françoise and Level, Claude, *La Garde Montante*. Edited by Bédé, Jean-Albert and Brown, Joseph Jr. Henry Holt and Co., New York, 1946. Price \$1.50.
- Coleman, Edward Maceo (ed.), *Creole Voices* (Poems in French by Free Men of Color). Associated Publishers, Inc., Washington, D. C., 1945. Price \$2.15.
- Renaissance*—Revue trimestrielle publiée par L'Ecole Libre des Hautes Etudes de New-York. Volumes II et III. Brentano's, New York, 1946. Price \$5.50.
- Wilson, Norman Scarlyn (ed.), *Teach Yourself French*. The Teach Yourself Books. David McKay Co., Philadelphia, Pa., 1946. Price \$1.00.

GERMAN

- Kremer, Edmund P., *Im Zeichen des Äskulap*. F. S. Crofts & Co., New York, 1946. Price \$1.90.
- Curts, Paul Holroyd, *Basic German* (Revised Edition). Prentice-Hall, Inc., New York, 1946. Price \$1.50.
- Pfeffer, J. Alan (ed.), *Dictionary of Everyday Usage, German-English, English-German*. Published by Intensive Language Program of the American Council of Learned Societies. 1945.
- Lothar, Ernst, *Heldenplatz*. Schoenhof Verlag, Cambridge, Mass., 1945. Price \$2.75 stiff paper. \$3.50 cloth.

ITALIAN

- Speight, Kathleen, *Teach Yourself Italian*. The Teach Yourself Books. David McKay Co., Philadelphia, Pa., 1946. Price \$1.00.

RUSSIAN

- Fourman, Maximilian, *Teach Yourself Russian*. The Teach Yourself Books. David McKay Co., Philadelphia, Pa., 1946. Price \$1.00.

SPANISH

- Alegría, Fernando, *Lautaro*, F. S. Crofts & Co., New York, 1946. Price \$1.60.
- De Fuenzaleda, Miguel, *Román Calvo (El Sherlock Holmes Chileno)*. Edited by Grismer, Raymond L. and MacDonald, Mary B. The Macmillan Co., N. Y., 1946.
- Wilson, N. Scarlyn, *Teach Yourself Spanish*. The Teach Yourself Books. David McKay Co., Philadelphia, Pa., 1946. Price \$1.00.

Annotated Bibliography of Modern Language Methodology

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I

THIS bibliographical listing covers the period of the calendar year 1945. It includes writings on the subject of modern language study and modern language teaching published in the United States only. The editor has tried to be as brief as possible as well as to convey to the best of his ability the essential content of each item.

There is little to remark of particular importance which would separate the 1945 production off from that of previous years. The preceding annotated bibliography brought to the fore for the first time material on the ASTP, which had just passed through its most interesting development and had given rise to much discussion. In this compilation, the number of items classified specifically under ASTP, etc. is much smaller; but a large number of items under other categories—such as conversation—would be almost meaningless without the background of the ASTP and "intensive" courses.

The editor wishes to recognize here the invaluable assistance of two persons whose help has been tremendous; any failures or errors are not to be ascribed to them but are to be laid at the doorstep of the editor. These two are Professor Albert Scholz, of the German Department of Syracuse University and Miss Helen Bogdon, graduate student in the School of Education of Syracuse University.

II

The following abbreviations of periodical titles have been used:

ASBJ: American School Board Journal	JEd: Journal of Education
BBEd: Baltimore Bulletin of Education	JEdP: Journal of Educational Psychology
BNEMLA: Bulletin of the New England Modern Language Association	JEdR: Journal of Educational Research
BPSMLA: Bulletin of the Pennsylvania State Modern Language Association	JHE: Journal of Higher Education
CJSEd: California Journal of Secondary Education	MfDU: Monatshefte für deutschen Unter- richt
Ed: Education	MLF: Modern Language Forum
EdD: Education Digest	MLJ: Modern Language Journal
FR: French Review	MLN: Modern Language Notes
GQ: German Quarterly	MLQ: Modern Language Quarterly
H: Hispania	NEDJ: Nebraska Education Journal
HER: Harvard Educational Review	SA: School Activities
HP: High Points	SR: School Review
HSJ: High School Journal	SS: School and Society
It: Italica	SSM: School Science and Mathematics
JAACR: Journal of the American Association of Collegiate Registrars	TO: Texas Outlook
	VJEd: Virginia Journal of Education

III

1. Abbate, C.: "The Language Teacher and the Future," ASBJ, III (Nov. '45), 31-32. Languages have grown in importance in world affairs. The author advocates adoption of a more functional program of language teaching, more oral work, and a greater length of time for language study. Grammar should be taught indirectly and functionally.

2. Adams, June: "I Heard it in Mexico," *H*, XXVIII (May '45), 228-230. Amusing and informative anecdotes dealing with common Mexican expressions similar to some of our slang. Many of them would be appreciated by the students in the classroom.
3. Adler, Alfred: "Reading, Speaking and Learning about *Mon oncle Jules*," *FR*, XVIII (May '45), 355-359. This suggestive unit on interpretation of texts is given as possible for the end of the beginning year of high school French or mid-term in the beginning year of college French. It consists of asking students to identify orally passages pertinent to certain literary or psychological qualities pointed out in the reading by the teacher. The teacher makes a statement involving the idea to be identified, then indicates 10 to 15 passages from the text (by page and line); the student is to identify orally—either directly from the text or in his own words in French—the five pertinent passages and/or to tell why the others are not pertinent. This affords oral practice as well as practice in analytical reading.
4. Adler, Alfred: "Speaking With Tongues," *MLJ*, XXIX (March '45), 221-223. The emphasis on conversational ability poses certain problems for the teacher. The teacher must teach the students to speak with verve and understanding, but must also develop in them the desire to read more intensely in the foreign language.
5. Agard, Frederick B.: "Language Lessons War Has Taught," *VJEd*, XXXVIII (Feb. '45), 230-242. The author discusses the ASTP and how it can be incorporated into a high school and college peacetime program. This will require primarily better trained teachers who can themselves speak the foreign tongue. Smaller classes, more time, etc. will have to be taken into consideration also.
6. Agard, Frederick B.: "Reply to Professor Herman's Article on the ASTP," *MLJ*, XXIX (Oct. '45), 495-497. A member of the group which made the ASTP study defends it against criticisms made of the published report of the investigating committee (cf. for the criticism, no. 86). The author claims that the sole purpose of the investigation was to describe and appraise what had been accomplished and to stimulate interest in carrying over certain of its elements into civilian classes. More objective and statistical studies are now being made.
7. American Council on Education: *Latin America in School and College Teaching Materials*, Washington, D.C., for the Council, 1944. This report of the Committee on the Study of Teaching Materials on Inter-American Subjects of the American Council on Education examines the treatment of Latin America in the teaching materials of all subjects at all levels. For the special chapters on Spanish and Portuguese cf. nos. 47 & 48.
8. Arce, Nellie E. Sanchez: "Realia Found in Certain Spanish Textbooks Used in Massachusetts High Schools," *MLJ*, XXIX (Dec. '45), 693-697. This is a detailed report of what type of realia concerning Hispanic culture is found in textbooks commonly used in instruction in Spanish. The textbooks are listed, and classifications are made of the types of realia and the frequency of their appearance.
9. Arnaud, Leonard E.: "Teaching the Pronunciation of *c* and *g* and the Spanish Diphthongs," *MLJ*, XXIX (Jan. '45), 37-39. By means of simple but effective diagrams, the groupings of "hard" (*a*, *o*, *u*) and "soft" (*e*, *i*) vowels, and of "strong" (*a*, *e*, *o*) and "weak" (*i*, *u*) vowels are distinguished in an easily remembered way. This, in turn, aids in the teaching of the pronunciation of *c* and *g* and of the formation of diphthongs and triphthongs.
10. Atkinson, Carroll: "Broadcasting Foreign-Language Lessons by American Public School Systems," *MI J*, XXIX (May '45), 386-388. A factual outline of the few attempts by school systems to broadcast foreign-language lessons. The *modus operandi* of these attempts is briefly described.
11. Atkinson, Carroll: "Broadcasting Foreign-Language Lessons by American Universities and Colleges," *MLJ*, XXIX (March '45), 218-220. Several colleges and universities have been broadcasting language lessons for classroom use. This is usually done where the institution owns its own radio station.
12. Autret, Jean: "Sommes-nous des parachutistes?" *FR*, XVIII (March '45), 282-284. A reply to the complaint that French teachers are, in some cases, setting themselves up as experts in "hispanism." The author points out that French, as a second language, is a definite cultural element in Latin America; that many French teachers are also well-trained in Spanish language and literature; that teachers ought to unite rather than drop as "parachutists" behind the lines of individual languages.
13. Autret, Jean: "The Verbal Idea in Anglo-Saxon Verbs with Prepositions and its Translation into Romance Languages," *FR*, XVIII (May '45), 350-354. Many common Anglo-Saxon verbal expressions involving prepositions (e.g. to go down) have equivalents of Latin origin (e.g. to descend). The author suggests, with many examples, ways of showing the student the necessity of "latinizing" many English expressions in order to find the proper romance equivalent. A list of common expressions of this type is appended.

14. Autret, Jean: "Written Papiamento," H, XXVIII (Nov. '45), 508-510. Papiamento is a language spoken in the Dutch West Indies. Although commonly believed to be only a spoken language, the author gives illustrations of it in written form.
15. Axelrod, Joseph: "The Navy Language School Program and Foreign Languages in Schools and Colleges. Aims and Techniques," MLJ, XXIX (Jan. '45), 40-47. An analysis, by a trained language teacher, of his experiences in learning Japanese at the Navy Language School. The specific conclusions and suggestions are numerous. In general, the author opposes the four-fold aim unless sufficient time is allowed; all courses should begin with the aural-oral, but continuance is not necessarily the best in all cases; culture should not be emphasized in the elementary stages; reading and writing may be begun early. Predetermination of aims and careful planning are necessary to successful language work.
16. Axelrod, Joseph: "The Navy Language School and College Foreign Language Departments: Personnel and Organization," MLJ, XXIX (Feb. '45), 127-132. A continuation of the previous article. This is a comparison of the students at the Navy Language School and the usual college students; it shows the former to be atypical in background and motivation. The faculty, too, was differently composed. The highly centralized organization of the course in subject matter, exams, etc. seemed largely responsible for its success. Rotation of instructors gives variety to the student, obviates personal judgments, and aids in maintaining strict adherence to the planned schedule.
17. Babcock, Courtlandt, Jr.: "Devices (or Vices)," MLJ, XXIX (Jan. '45), 72-76. The author recommends a reversal of the proportions of grammar and conversation found in the traditional type of class. He describes the program in French at the country day school in which he teaches. He makes several suggestions as to techniques and procedures.
18. Baker, J. C.: "Foreign Festival for Foreign Language Class," NEJ, XXV (May '45), 172. A Nebraska high school made Latin a living thing for its students by the presentation of a festival in which many Latin customs and traditions were incorporated. The students made appropriate costumes, sent out invitations written in Latin, etc. The same type of work can be done for other foreign languages to stimulate interest.
19. Bandt, Virginia: "Foreign Languages for Global Peace," H, XXVIII (Nov. '45), 546-548. More work in languages can promote better relations among nations. The author suggests that through more intensive language programs, films, radio—especially musical and sports—much can be accomplished along this line.
20. Berrien, William: "The Importance of Inter-American Cultural Relations," Ed, LXV (May '45), 521-525. The author answers those who would believe that the end of the war would bring the end of the "good neighbor policy." Cultural relations are still important for political, social and economic reasons as well as desirable *per se*. Understanding must be mutual and the United States must give Latin America a full picture of itself, not a picture à la Hollywood. Increased relations, both official and unofficial, will aid greatly. This program must be "vital, disinterested and continuous."
21. Beyer, L. R.: "What of French in the Foreign Language Programs?" SS, LXI (March 3, '45), 141-142. A plea for the return in interest and study of French in the schools. The plea is made on the basis that world citizenship in culture cannot be achieved without real knowledge of all that France has given the world.
22. Blake, Frank R.: "Possibilities of Accomplishment in Modern Language Courses," BBEd, XXII (April '45), 126-130. The author suggests some aims for a two year language program. He does not believe that mastery of the language can be attained in that time but limited work can be done—mainly through extensive use of the reading aim. He suggests a third year be also required.
23. Blayne, Thornton C.: "Building Comprehension in Silent Reading," MLJ, XXIX (April '45), 270-276. Practice in silent reading techniques is given separately from oral reading lessons. To build up silent reading involves an introductory enabling vocabulary before selections are read. Stress is given to reading rapidly without translation, then answering questions on the text. Questions are gradually increased in difficulty as the students read faster. Graphs showing comprehension and speed in reading are kept by each student.
24. Bodier, M. A.: "Aural Comprehension," MLJ, XXIX (April '45), 282-289. Aural comprehension is the gradual improvement of the student's ability to understand the language in its spoken form. The course is given in both English and the foreign language, the former being used to check comprehension in the latter. The student answers the foreign language questions in English thus avoiding linguistic difficulties in the display of his understanding of what was said. Where difficulties arise, pronunciation is discussed; sentences are studied as units and much use is made of dictation.

25. Boe, Karen E.: "Over the Coffee Cups," MLJ, XXIX (Jan. '45), 57-59. A Christmas dialogue sketch portraying a scene in which a Norwegian girl, a Swedish girl and a Danish girl discuss their respective customs and special dishes over cups of coffee. Phrases and terms from the three languages are given, and the various foods are identified and their preparation described in footnotes.
26. Bolinger, Dwight, L.: "Neuter *Todo*, Substantive," H, XXVIII (Feb. '45), 78-80. Neuter *todo* is not always a substantive. It is often an adjective. It is well to regard the *todo* of undefined "all" as the substantive, and the *todo* of defined "all" as an adjective.
27. Bottke, K. G. and Milligan, E. E.: "Test of Aural and Oral Aptitude for Foreign Language Study," MLJ, XXIX (Dec. '45), 705-709. This is a test to evaluate students' aptitude to speak and understand a foreign language. The test is based on inference understanding, sound differentiation, assimilation and understanding of vocabulary in sentences, vowel timbre, word fluency, general hearing, ability to mimic, and ability to transfer rules of pronunciation to unknown material.
28. Bovée, A. G. and Froelich, G. J.: "Some Observations on the Relationship Between Mental Ability and Achievement in French," SR, LIII (Nov. '45), 534-537. This presents statistics and conclusions drawn from tests performed at the University of Chicago Laboratory School. The tests were made from Binet tests for intelligence and the Co-operative French tests for achievement in French.
29. Butler, Nicholas Murray: "The Study of Foreign Languages," H, XXVIII (Feb. '45), 100-102. (An excerpt from President Butler's Annual Report for 1944, widely quoted in many places.) The war has revealed the need for knowledge of foreign languages. The main purposes of foreign language study are its contributions to the humanizing influence of a liberal education and the equipping of students with ability to make direct contact with culture and science of at least one foreign country and its people.
30. Brown, Charles B., Carr, Wesley M., and Shane, Milton L.: *A Graded Word Book of Brazilian Portuguese*, New York, Crofts, 1945. This word book of Brazilian Portuguese is patterned after other well-known word counts, particularly the Vander Beke *French Word Book*. It is based on 1,200,000 running words from 120 sources; 222 items were eliminated as having too high a frequency; also eliminated were all words of a range less than 5. A total of 9,123 items is listed both in order of merit and alphabetically. The spelling is based on the 1943 publication of the *Pequeno vocabulário ortográfico da língua portuguesa*.
31. Bush, S. H. and Cousins, C. E.: "Foreign Language Classes in the University of Iowa," Ed, LXV (May '45), 558-561. There is one prominent feature in the language program set up at the University of Iowa. An achievement test is given to students whenever they feel that they possess an adequate reading or speaking knowledge of the language. This may have been obtained from either high school work or college work. After passing the achievement test, students may continue in special fields of language study, concentrating on commercial aspects, literature, speaking, reading, etc.
32. Cahnman, G. L.: "The Application of the Audio-Visual Method to the Teaching of the Romance Languages," It., XXII (June '45), 78-86. An experiment was recently conducted in the teaching of French, Italian, Spanish, Portuguese and Latin. An audio-visual method was used as described by the author with suggestions for its application and examples of it.
33. Carmody, Francis J.: "ASTP Gives No Help to French Teachers," CJSEd, XX (May '45), 257-262. The Army program has offered nothing new to language study except the use of phonemic transcription which this author does not advocate. Oral work should be encouraged in the schools but this should not be the sole aim. Linguistic analysis has no place in language teaching in the high school.
34. Carr, Wesley M. see Brown, Charles B.
35. Cassel, Katherine T.: "Wartime German at Junior High," GQ, XVIII (Nov. '45), 167-171. This is a case history showing the possibilities of adapting language teaching to world conditions in junior high school instruction.
36. Chagnon, Pauline E. and Kettelkamp, Gilbert C.: "The Mirrophone as a Teaching Device," MLJ, XXIX (Oct. '45), 517-520. An explanation of how the Mirrophone, a magnetic recorder, is being used by the French and German classes in the University of Illinois High School. The magnetic recorder is used for purposes different from those involved in disc recordings. The two methods can well be effectively combined.
37. Cheydleur, Frederic C.: *Criteria of Teaching in Basic French Courses at the University of Wisconsin*, Bulletin of the University of Wisconsin, Published by the Bureau of Guidance and Records of the University of Wisconsin, Madison, 1945. Also in slightly abbreviated form under the title, "Judging Teachers of Basic French Courses by Objective Means at the University of Wisconsin, 1919-1943," JEdR, XXXIX (Nov. '45), 161-192. This

- study is based on exhaustive records and analyses of data collected during two periods—1919–1935 and 1935–1943. The discussion is supported by numerous charts, tables and statistical analyses. A formula for objective evaluation is set up and its results interpreted. Other institutions might have to make adjustments before applying the identical formula, but the general pattern would be applicable in any university or college.
38. Coe, Ada M.: "Notes on Puppetry in Mexico," H, XXVIII (May '45), 199–207. Puppet shows play an important part in the lives of Mexican adults and children. The author tells where these puppets can be obtained and what is available. Teachers might investigate puppet shows as a means of stimulating interest in Spanish for both class work and extra-curricular activity.
 39. Coenen, F. E.: "A Descriptive Grammar of Living German: Let Us Act Now!" GQ, XVIII (March '45), 58–63. The author strongly urges the preparation of a descriptive grammar of modern spoken German. Such a grammar would be composed by the collaborative efforts of interested scholars, utilizing informants and the results of classroom tests.
 40. Condoyannis, George E.: "Taming the Subjunctive," GQ, XVIII (Jan. '45), 4–10. The author suggests simplifying the teaching of the subjunctive in German by avoiding the terms "present, past, future subjunctive, unreal condition, and indirect discourse" and using instead "conditional, simple and compound subjunctive."
 41. Cook, Pauline: "Iowa Place Names of Foreign Origin," MLJ, XXIX (Nov. '45), 617–628. This article lists place names of foreign origin found in the State of Iowa. Names are given from French, Spanish, German, Italian, English, Scotch, Irish, Welsh, Scandinavian, Dutch, Swiss, Russian and Biblical sources.
 42. Corbato, Hermenegildo: "Experiences in the Teaching of Chinese," CJSED, XX (May '45), 250–256. The experiences of a Spanish teacher in the teaching of the Foochow dialect, one of the most difficult, in the ASTP. The difficulty was increased by the fact that no textbook exists and the author had to mimeograph all his own material. He points out that in any language program word learning and putting words together (grammar) are basic elements, no matter what the general approach or aim may be.
 43. Cousins, C. E. see Bush, S. H.
 44. Cross, Samuel H.: "Reflections on the ASTP Language Program," Ed., LXV (May '45), 548–552. The ASTP performed a useful function in wartime. It made the American public language conscious and showed the need for language study. Not all of the program can be adapted to the schools however. The program did show that with more time, faster progress is made, practice is necessary for conversation, and reading competence increases with speaking ability.
 45. Darbelnet, J.: "French for Anglo-Canadians in Quebec," Ed, LXV (May '45), 529–533. A fairly detailed outline of the courses in French for English-speaking Canadians in the Province of Quebec. The study of French is begun in Grade III and continued through Grade XI—9 years. Stress, especially at first, is placed on speaking; reading and writing are important in later years. On the University level there are general courses and honors courses in both language and literature. Work for the M.A. is also given. While the system is admittedly not yet perfect, it does a creditable job and there are hopes for even better work.
 46. David, Muriel G. and Doyle, Henry Grattan: "Spanish Language Textbooks," *Latin America in School and College Teaching Materials*, American Council on Education, Washington, D.C., 1944, chapter 15, pp. 275–315. This chapter analyzes a well-selected group of texts of various types and levels to determine the treatment of Latin America to be found in them. No attempt is made to analyze linguistic or literary qualities. The authors find evident improvement in the amount, quality and interest of the material on Latin America, and suggest many possibilities for further improvement.
 47. d'Eça, Raul, and Doyle, Henry Grattan: "Portuguese Language Textbooks," *Latin America in School and College Teaching Materials*, American Council on Education, Washington, D.C., 1944, chapter 16, pp. 316–328. This chapter analyzes available textbooks for the teaching of Portuguese. It discusses, without trying to solve it, the question of Portuguese vs. Brazilian pronunciation and spelling. Many valuable suggestions are made for the preparation of new texts in Portuguese.
 48. Delattre, Pierre: "Prononciation graphique et prononciation phonétique," FR, XVIII (Feb. '45), 219–226, I. Les consonnes; (March '45), 285–296, II. Les voyelles. This study is prepared primarily for those who have learned French through a completely oral method and are confronted with the necessity of learning orthography after having learned to pronounce. The tables and discussion, however, are of great value to any advanced student or to the teacher of French. This is especially true of the sections illustrating the effect of the open or closed quality of the phonetic (not orthographic) syllable on vowel sounds.

49. Delattre, Pierre: "Spanish is a Phonetic Language," H, XXVIII (Nov. '45), 511-517. This is a discussion of Spanish phonetics as seen through a letter written by a seven-year-old Mexican girl. Some general rules of Spanish phonetic elements are given.
50. Delattre, Pierre: "Tout va très bien, Madame la Marquise: transcription commentée," FR, XIX (Dec. '45), 125-129. This is a phonetic transcription of a recording of the famous popular song. Following the transcription there are some analytical comments on divergencies from normal pronunciations. The author plans to do this for other well-known French recordings.
51. Denkinger, Marc: "La leçon sur les voyelles nasales," FR, XVIII (May '45), 360-367. A discussion of the initial teaching of the nasal vowels in French. The author suggests a departure from the traditional arrangement of vowel sounds and the adoption of a grouping wherein the nasal vowel is the basic element of each group. Many original points of view are expressed and novel methods of procedure are illustrated.
52. DeSauzé, Emile B.: "L'enseignement des langues étrangères par la radio dans les écoles de Cleveland," FR, XIX (Dec. '45), 101-102. This is the script of a broadcast to France sent through OWI over the "Voice of America." It describes briefly what the public schools of Cleveland have done in giving foreign language lessons over the municipal FM system to elementary and secondary school classes. It also describes plans for future expanded activity.
53. DeSauzé, Emile B.: "Unit in 'Intensive' Reading," MLJ, XXIX (April '45), 260-269. This is one of the series of specimen lesson plans being published by MLJ. Intensive reading calls for drill in vocabulary work in context and the study of grammar in functional usage but in some detail. The texts chosen for intensive reading should be fitted to the level of the class with a maximum amount of narration. The lesson plan for intensive reading given here includes questions to be asked on the text (which is presented in full), idiomatic expressions for further study, and dramatization work that can supplement the reading lesson.
54. Desmé, Robert: "Le français tel qu'on le parle," MLJ, XXIX (March '45), 231-232. A list, with brief discussions, of constructions often misinterpreted by American textbooks of French. The author pleads for up-to-date French in the American classroom.
55. Diekhoff, John S.: "The Mission and the Method of Army Language Teaching," BAAUP, XXXI (Winter '45), 606-620. An excellent recapitulation of the ASTP based on the idea that differing objectives bring about differing methods and differing results. The author compares and contrasts the effect on content, personnel and method of the different objectives as seen in the ASTP and the typical academic course. He also points out important effects of the differences in time allotments and their effect on the results.
- 55a. Dougherty, David M. see French Book Review Committee.
56. Doyle, Henry Grattan. See David, Muriel G. and d'Eça, Raul
57. Doyle, Henry Grattan and others: *A Handbook on the Teaching of Spanish and Portuguese*, Boston, D. C. Heath, 1945. This Handbook, prepared under the auspices of the AATSP and the Office of Inter-American Affairs, is a mine of information for the teacher of Spanish and/or Portuguese. Each of the twelve chapters is accompanied by a well selected bibliography to support the discussion. The final chapter, on teaching materials, gives a usable and widely inclusive fund of information on sources from which materials can be obtained.
58. Doyle, Henry Grattan: "A Realistic Approach to Practical Inter-Americanism," H, XXVIII (May '45), 208-209. The greatest bond between the Americas is love of freedom, but to secure a policy of Inter-American friendship, the barriers of language, lack of knowledge about customs and political ideas, and the United States' conception of being a "big brother" to the other nations must be overcome.
59. Duncan, R. M.: "The Value of Phonetics in Teaching Spanish," H, XXVIII (Feb. '45), 90-94. Teaching phonetics is valuable because it gives students a correct version of the sounds of the foreign language. The vowel and consonant sounds should be thoroughly mastered, with great care exercised in presenting *b*, *v*, *d*, and *g*. The same is true of the tongue-trilled *r*. All of the sounds can be thoroughly mastered by a good knowledge of phonetics.
60. Dunkel, Harold B.: "The Investigation of the Teaching of a Second Language," MLJ, XXIX (April '45), 323-325. A sketch of the investigation of language teaching being conducted at the University of Chicago. More adequate measuring devices for aural-oral work and skills are being developed, a study of the benefits that can be derived from the ASTP is being made with a view to the formulation of definite objectives for language teachers through experimental processes.
61. Engel, E. F.: "The Ultimate Value of Knowing Foreign Languages," BAAUP, XXXI

- (Spring '45), 91-96. An exposition of the cultural values of foreign language study with stress on the mutual understanding of national groups through not only literature but the language itself. The article ends with a consideration of English as a possible international world language.
62. Engel, E. F.: "The Utility Method in Beginning German," *GQ*, XVIII (Jan. '45), 11-15. The author has for years been using a "laboratory method" for the acquisition of active vocabulary and a "utility method" for acquiring a passive vocabulary. He advocates a separation of aims and methods in beginning courses according to the various phases of the work.
 63. Etmekjian, James: "Language Objectives of the Secondary Schools in the Post-War Period," *MLJ*, XXIX (Oct. '45), 477-480. The selection of a language and the particular skill to be emphasized in the case of a given language student in the secondary school should depend upon the student's needs and interests. The author discusses possible programs for students in three types of secondary school course: commercial, general and college preparatory. He views the various skills in their relations to the varied objectives of these programs.
 64. Fischer, R. P.: "Students Electing Foreign Languages," *JHE*, XVI (Feb. '45), 97-98. Figures given here reveal that students who elect a foreign language for study are of superior ability in comparison with those that do not. The author gives definite figures to support his conclusions.
 65. Foley, Louis: "Language Picture Out of Focus," *JEd*, CXXVIII (May '45), 155-157. The author advocates that the emphasis on Spanish in the schools today be revised as being a short-sighted policy. He makes his pleas for French on the basis that South Americans understand and appreciate French and it is the most popular second language in Europe and the world in general.
 66. Foley, Louis: "Melting-Pot Myth," *MLJ*, XXIX (April '45), 277-281. English has long been taught as a peculiar language because it comes from so many varied sources. The author disagrees with that theory and says that so far as any really important contributions are concerned, the direct sources of English are very few. He gives examples in support of his thesis.
 67. Freeman, Stephen A.: "Foreign Languages for Peace," *JAACR*, XX (April '45), 293-312. The author gives a brief description of the history of foreign languages in the schools during the past thirty years, including the Study, the decline in language study during the last war, the ASTP and the development of language courses in intensive form throughout the country. He points out the challenge to teachers for peacetime language teaching that must include complete mastery of the language by the student.
 68. French Book Review Committee, David M. Dougherty, Chairman: "French Book List," *MLJ*, XXIX (Oct. '45), 524-528. This selective list of French books published in 1944 is made up largely of books published in New York and Montreal. The list is chosen on the basis of significance and general interest as well as for its literary excellence. The items are rated on a 3-point scale (A, B, C), and classified as fiction and non-fiction. Members of the committee are listed.
 69. Freyss, Jean-Paul: "Teachers of French and the France of Today," *Ed*, LXV (May '45), 534-540. A plea for more teaching of the fundamental backgrounds of French culture based on knowledge of traditions and broad psychological concepts. The present tendency of many teachers to present current events without this background can lead to false understanding of forces vital in the development of France today. The French teacher, besides teaching the language, should convey some of this social understanding to the class. The teacher must be careful to avoid becoming subject to and passing along mere propaganda.
 70. Friederich, Werner Paul: "The Case of Comparative Literature," *BAAUP*, XXXI (Summer '45), 208-219. The field of comparative literature today suffers from having been confused with general literature. Students in comparative literature must work in the original languages (translations are allowed for Latin and Greek), and must study broad aspects of influences, themes, etc. The study of comparative literature can carry beyond mere literature and esthetics to become a cultural instrument of international understanding, cutting across national boundaries and studying problems of international cultural relations.
 71. Fulton, Renée Jeanne: "Differential Assignments for High School French Classes," *FR*, XIX (Oct. '45), 32-36. The mimeographed unit assignment sheet has many advantages over the "homework for tomorrow" system. It helps to suggest concomitant learnings, obliges the teacher to plan goals of instruction, provide for correlation and foster a long-range viewpoint. Sample sheets are given for a homogeneous group and for a mixed group, showing how individual differences can be provided for in both types of class.

72. Gaudin, Lois and Albert: "Aspects: 1944," FR, XVIII (March '45), 249-265. A bibliography for 1944 of books dealing with all phases of France, French life and France's position in the war.
73. Gibson, J. S.: "Area-Language Training: An Army Experiment," Ed, LXV (Jan. '45), 291-297. A report on the set-up of the ASTP and its objectives. The author feels that as a result of the program, there will be many significant educational changes in the post-war period.
74. Girard, Daniel P.: "Three Years of the National Information Bureau," FR, XVIII (May '45), 319-326. A report and analysis of the first three years of this bureau of the AATF. It outlines what has been done and indicates plans for the future of a bureau whose function is service to teachers of French. Beginning with a mailing list of less than 100, the Bureau now sends material to over 2500. It invites more people to take advantage of its free service, and requests suggestions for improvement and expansion.
75. Goddard, Eunice R.: "A Lesson Plan for Teaching French Pronunciation," MLJ, XXIX (March '45), 187-197. This is one of the specimen lesson plans being published by the MLJ. In the teaching of French pronunciation, stress and intonation should be emphasized from the start. Sounds should be taught by ear, accompanied by physiological explanations, before the graphic equivalents are seen. An incubation period in which the students hears the language spoken in complete sentences will condition him to the new sounds, to stress and intonation, and will build up a passive vocabulary. The plan is worked out in detail with suggestions for continuation of the processes described.
76. Hall, Robert A., Jr.: "Colloquial French Substantive Inflection," FR, XIX (Oct. '45), 42-51. The author analyzes the sounds of French substantives (nouns and adjectives) as they change according to their position and function. This is an application of the method of "linguistic analysis" to the relation of grammar and pronunciation in this connection. Suggestions for dictionary listing on this basis are also given.
77. Hall, Robert A., Jr.: "Progress and Reaction in Modern Language Teaching," BAAUP, XXXI (Summer '45), 220-230. A defense of the "intensive-oral-scientific" method of linguistic analysis as applied to language teaching. The author looks upon it as the salvation of languages in our schools. (cf. no. 152).
78. Hall, Robert A., Jr.: "Some Desiderata for Elementary Language Texts," MLJ, XXIX (April '45), 290-295. Speech should be the primary aim of all elementary language study. This includes the study of colloquial speech, all aspects of pronunciation, grammar based on sound not spelling, description of the facts of the language based on the language itself. Elementary texts should base their material on normal life activity of today not of past centuries.
79. Hammer, Carl: "Enlivening the Scientific German Class," GQ, XVIII (May '45), 109-115. The author suggests as substitutes for grammar-translation method the following devices: German conversation based on the text, supplemented by visual aids and phonograph records; comprehension questions in English; summaries of content in either English or German; short vocabulary tests; and frequent reading aloud.
80. Hardré, René and Hooke, Malcolm K.: "Notes sur la traduction du pronom personnel anglais sujet de la troisième personne," FR, XIX (Oct. '45), 11-23. This article deals with the question of *ce* vs. *il*, etc. with *lire*. It is essentially not a question here of *translation* of English but rather of presenting many examples from French authors which would be rendered into English by "he," "she," or "they." Examples are classified with brief characterizations of the categories.
81. Hankwitz, Carl E.: "The Day of a Typical Amundsenite: a Series—a Light Approach and a Serious Matter," H, XXVIII (Nov. '45), 539-543. A series of 99 sentences representing a typical day in the life of a student. These sentences are suitable for students about to begin study of conversational Spanish.
82. Harris, Julian: "The 'Intensive' Method at Wisconsin," FR, XVIII (May '45), 338-349. An exposé, with samples and discussion, of the "intensive" beginning French course at the University of Wisconsin. The results of this experiment were very encouraging. While the stress, especially at the beginning, was on hearing and speaking, reading and writing were not neglected. Grammatical principles were taught but only after the students had learned several examples of them in use. In comparison with "traditional" sections, the "intensive" groups were superior in oral-aural facility, more correct in written work, and at least as good in reading at the end of the first year.
83. Harvitt, Hélène: "G.I.'s Find French Useful," FR, XVIII (March '45), 278-281. Extracts from G.I. letters show that studying French in college gave them a better insight into the people of France, practical use of the language, and esthetic enjoyment which they would not have had without their previous work.
84. Haugen, Einar: "Scandinavian for War and Peace," MLN, LX (Jan. '45), 26-29. Re-

- marks on the Scandinavian sections of Pei's *Languages for War and Peace*. Many errors or confusing statements would have been avoided, says the author, by treating Danish and Norwegian separately rather than as a combined Dano-Norwegian language.
85. Hendrix, W. S.: "A Report on the Current Educational Situation in Mexico, Central America, Colombia, Ecuador and Peru," *H*, (Feb. '45), 81-87. On the whole, the educational systems, especially in colleges and universities, in these countries are very good. With the exchange of students going on, both the United States and Latin America will have an opportunity to learn from each other and thus improve their respective educational systems.
 86. Herman, Abraham: "Comments on the Survey of Language Classes in the ASTP," *MLJ*, XXIX (Oct. '45), 487-494. The author criticizes the *Survey of Language Classes in the ASTP* on the grounds that the results were not based on definite criteria, that no distinction was made in the Survey between the beginner in the language and those who had had previous experience in it. He does not advocate adoption of the program for schools until a more solid foundation and more satisfactory proof of worth are set up. (cf. no. 6).
 87. Hewitt, Theodore B.: "The Place of German in the Post-War Curriculum," *MLJ*, XXIX (Feb. '45), 133-135. The author presupposes the impossibility of a return to former educational patterns. Language courses must adjust themselves to popular demand. Care must be exercised in the selection of German teachers for obvious reasons. German summer schools in the United States will have to supplant foreign travel for a while at least.
 88. Holm, L.: "Foreign Language Assembly," *SA*, XVI (March '45), 252-254. A report of a clever assembly program presented by Latin, Spanish and American characters in a program put on by high schools pupils. It brings out the civilizations of all three and the effects of these civilizations on one another.
 89. Hooke, Malcolm K. see Hardré, René.
 90. Huebener, Theodore: "Comments on the Harvard Report," *MLJ*, XXIX (Dec. '45), 677-678. The author discusses the Harvard Report and its apparent lack of interest in the language program. The only use it finds for language study is to improve a student's English. The author argues that we cannot study our fellow men in the world and foster world peace without knowledge of the languages they speak. It is omitting the most human element in the humanities to omit the study of foreign lands and peoples through their languages.
 91. Huebener, Theodore: "Foreign Language Enrolments," *HP*, XXVII (May '45), 70-72. A report on the enrolment in foreign language classes in New York City. French has shown the greatest numerical increase and German the largest percentage increase. Figures are given for senior high schools, junior high schools, and vocational schools for all languages.
 92. Huebener, Theodore: "The Harvard Report," *FR*, XIX (Dec. '45), 109-110. Cf. above, no. 90.
 93. Huebener, Theodore: "What Shall the Aims of Foreign Language Teaching Be in the Light of Recent Experience?" *HP*, XXVII (April '45), 15-18 and *MLJ*, XXIX (May '45), 411-413. Due to unevenness in mental equipment, time limitations and large classes, the schools cannot set up the conversational aim as the ASTP. Greater stress can be given to the oral activity however. Since the greater part of the students taking language will not continue with its study after high school, the broader cultural and educational values must remain paramount.
 94. Hutchinson, M. E.: "Foreign Language in American Education," *SS*, LXII (Sept. 8, '45), 145-148. Languages can be a vital part of both specialized and general education. The author stresses that the intensive ASTP method is not a "cure-all" in all its aspects, that teachers should give up attempting more than can really be taught, and that teachers of foreign languages should unite for a common understanding in their work.
 95. Hyland, Eunice Dowd: "Using Music to Teach English to Spanish-Speaking Beginners," *TO*, XXIX (May '45), 30. Action songs such as many among the Mother Goose Rhymes are a good way of beginning children on their way to the learning of English as a foreign language. The songs can be acted out by the children and thus the vocabulary becomes real to them. The use of pictures and illustrations in the songbook can also help. Pronunciation and the rhythm of the language are also enhanced by this means. Such work can be applied to the teaching of other languages to English-speaking children.
 96. Hyneman, Charles S.: "The Wartime Area and Language Courses," *BAAUP*, XXXI Autumn '45), 434-447. A report on the organization and objectives of the ASTP. The author was one of the early aids in the original construction of Army language programs even before the ASTP and observed the development of all the different types. He de-

scribes this development and offers some suggestions for adaptation of certain elements to civilian courses.

97. Johnson, Laura B.: "Building Teaching Units Around Subjects of Cultural Interest," FR, XVIII (May '45), 334-337. This article is composed mainly of the outlines of two units to be done at the beginning of a second semester French class. They deal with 1) the Golden Age of France, and 2) French Influence in Wisconsin and Canada. The author lists materials, student activities and outcomes for each of the units.
98. Jones, Willis Knapp: "By Auto to Latin America: a Travel Vocabulary," H, XXVIII (Nov. '45), 543-546. A vocabulary list suitable for conversational classes dealing with an auto trip over the Carrera Panamericana.
99. Jones, Willis Knapp: "Latin America Through Drama in English: a Bibliography," H, XXVIII (May '45), 220-227. A bibliography of plays written in English or translated into English dealing with some phase of Latin American culture. The plays are listed for all the countries of Latin America. The number of characters in each play is given as an aid to teachers in selection of plays for presentation.
100. Jones, Willis Knapp: "The Teaching of Reading in Spanish," H, XXVIII (Feb. '45), 33-44. An interest in the reading ability does not preclude an interest in speaking. In fact, the two must necessarily go together. "Reading" is used here in the meaning of direct transfer of the idea from the page to the mind, and its development is brought about through various procedures pertaining to both intensive and extensive types of work.
101. Jones, Willis Knapp: "Shipboard Vocabulary," H, XXVIII (Nov. '45), 550-552. A list of words connected with sea travel; it can be effectively used in the development of conversational topics.
102. Jordan, Emil L.: "Spoken German: Methods and Results," MLJ, XXIX (Jan. '45), 48-54. A consideration of possible programs in spoken German. After discussing general circumstances, such as time-allotments and methods, the author outlines a specific "short course" in spoken German to be given at the end of the elementary German course. This does not interfere with the reading program. A sample unit of such a course is provided.
103. Kaldegg, Gustav: "Observations on Dictionary Making," GQ, XVIII (May '45), 116-136. This is a discussion of the shortcomings of bilingual German dictionaries such as J. Adler and Muret-Sanders. It contains also suggestions for improvements.
104. Kany, Charles E.: *American-Spanish Syntax*, Chicago, University of Chicago Press, 1945. This is a highly important work for anyone interested in the differences between peninsular Spanish and American Spanish. Divided on a topical basis, it presents, along with discussion, examples from the various Latin American countries of variations from the normal Spanish grammatical structures. It presents a great deal of material not to be found in any other source.
105. Kaulfers, Walter V.: "Grammar in and through Use," Ed, LXV (May '45), 562-570. The author advocates grammar teaching as a means of communication in action based on work that is simple and interesting enough for students to understand and appreciate. Grammar texts can be used as a guide, but should not be the sole source of teaching materials. They should be combined with word study and other phases of language combined into as natural a whole as possible. Achievement should be judged on the basis of readiness to perform in situations that bear as close a resemblance as possible to real life situations. Examples are given.
106. Kaulfers, Walter V.: "Instrumental Grammar for Conversation," MLJ, XXIX (Feb. '45), 99-111. This is one of the specimen lesson plans in the series being published by MLJ. It is an application of the author's "expanding snowball" conception of language teaching to a specific unit, with discussion of principles involved and a suggested year's plan.
107. Kaulfers, Walter V.: "The Matched-Pair Method in the Teaching of Conversational Grammar," GQ, XVIII (Jan. '45), 1-3. A description of the question and answer technique of using first and second person forms in developing German conversation.
108. Kaulfers, Walter V. see Sandri, Luigi.
109. Kaulfers, Walter V.: "Toward More Broadly Based Modern Language Curricula," SS, LXII (Dec. '45), 345-347. The author advocates that modern language courses teach more than reading in order to satisfy the demands and interests of students of today. Writing and speaking are necessary for real life purposes just as much as reading. These can be achieved in an integrated program.
110. Kettelkamp, Gilbert C. see Chagnon, Pauline E.
111. Klaffer, S. H.: "Type Sentence," HP, XXVII (June '45), 62-65. The acquisition of a language is a matter of habituation. The author suggests that type sentences be chosen to illustrate certain points which it is desired to cover and that students learn these

- through repetition and drill, changing the words but not the patterns. Examples of this type of work are given.
112. Koenig, Karl F.: "A Program for Improvement in Modern Language Teaching," *MLJ*, XXXVII (Nov. '45), 489-496. After a brief discussion of weak spots in our present methods of teaching modern languages, suggestions are made for the improvement of instruction along the following lines: 1) an early start on language study; 2) establishment of levels of proficiency; 3) more integration.
 113. Kragness, Sheila L.: "Critical Thinking Through Language," *MLJ*, XXIX (Oct. '45), 521-523. Suggestions are given for ways and means of developing critical thinking through language study. One way is to stress the study of the origin of ideas and the evolution which they and the words which express them have undergone. Language and social studies can work together in certain ways in building the ability to combat propaganda.
 114. Kurz, Grace and Harry: "Bibliography of French Textbooks Published in the United States from 1940 to 1945," *FR*, XVIII (May '45), 368-389. A bibliographical listing of over 150 French textbooks published by 24 different publishing firms (7 houses not publishing during this period are also listed because of former activity in the field). The listing is divided into two parts: 1) publishers listed alphabetically with their publications; 2) an alphabetical index of authors and titles.
 115. Kurz, Harry: "Elan vital," *FR*, XVIII (March '45), 266-273. Language teachers have failed to give language study reality and significance to the student. Many suggestions for improvement in this matter are offered in the line of visual aids, newspaper work, less formal class organization, and better preparation for teachers. This last includes more interest in the reading and use of professional literature in the field of language methodology.
 116. Kurz, Harry: "The 'Cuadernos' of the Instituto Nacional de Estudios de Teatro," *H*, XXVIII (May '45), 212-219. The "cuadernos" are a series of critical studies dealing with theatrical topics of the season, authors and plays. They are almost exclusively devoted to the Argentine theatre, its past and future. They are a "must" for North Americans exploring the realm of the Argentine stage.
 117. Labastille, Ferdinand M.: "Aviation in Inter-American Education: A Spanish Conversation Unit," *MLJ*, XXIX (Dec. '45), 671-676. This is one of the series of specimen lesson plans being published by *MLJ*. It gives an outline of a Spanish conversational unit based on aviation. The objectives are to build better understanding between the Americas and to help students develop conversational fluency. Lists of materials are given, including maps which would be necessary for complete understanding.
 118. Langellier, Paul: "Un recensement d'opinions sur les cours 'intensifs,'" *FR*, XVIII (March '45), 274-277. A summary of the results of a questionnaire sent to institutions some of which have already set up "intensive" courses. The reports show enthusiasm on the part of both faculty and students along with a tendency to feel that more attention should be given ultimately to reading.
 119. Leland, Marine: "French Canada: An Example of What America is Learning," *MLJ*, XXIX (May '45), 389-402. The first step toward sound international understanding is for countries to understand each other without prejudice. The author here gives a picture of French Canada not as a "backward, priest-ridden, wrong-headed and poverty-stricken province," but as a region which is intensely religious and patriotic, whose only aspirations are to survive, keep its identity and grow—in unison with the rest of the world.
 120. Lenz, Harold: "A Unit in German Grammar-Review," *MLJ*, XXIX (Nov. '45), 573-577. This is one of the specimen lesson plans in the series being published by *MLJ*. The most important point in making grammar review successful is motivation. Most of the grammar has been studied and unless work is made interesting and alive, and a need for the review is shown, students will not profit. Examples of what can be done and suggestions for a unit lesson plan are given.
 121. Levy, Bernard: "Foreign-Language Teaching Aims and Methods in the Light of the ASTP," *MLJ*, XXIX (May '45), 403-410. Experience with the ASTP has convinced the author that through the speaking method, reading ability can be established. It involves teaching through colloquial conversation models and the use of functional grammar. There must be very little writing and no insistence on spelling, since writing develops quite naturally and accurately with the ability to speak. Reading as such should be undertaken in the final year of language study.
 122. Lind, Melva: "Fused Methods in a One-Year French Course for Beginners," *FR*, XIX (Dec. '45), 118-124. This is a description of a one-year course with the four-fold aim being stressed. Much use is made of all types of material: audio-oral, visual, and kinesthetic.
 123. Lindquist, Lilly: "A Unit in General Language," *MLJ*, XXIX (Jan. '45), 9-17. This

- is one of the specimen lesson plans being published by MLJ. It contains outline plans for fifteen lessons, with procedures, bibliography, sample tests, etc. The plan is accompanied by discussion of the principles involved.
124. Littmann, Jerome: "The Wind-Blown Language: Papiamento," H, XXVIII (Feb. '45), 50-60. Papiamento is a spoken language, seldom written, never taught, used in the Territory of Curaçao, north of Venezuela. It is made up of some 45 nationalities. It has been stripped of all grammatical difficulties, and its only criterion is that of understanding what the other person says. It has even taken American slang words and put them into regular use.
 125. Luria, Max A.: "Proposed Solutions of Some Difficulties in the Teaching of Portuguese," H, XXVIII (May '45), 184-186. The problems of pronunciation, orthography, and textbooks in the study of Portuguese are discussed in this article with some solutions to them proposed. Most of the difficulties stem from the lack of standards for the teaching of Portuguese.
 126. Maronpot, Raymond P.: "Providing for Individual Differences via Unit Organization," H, XXVIII (May '45), 187-198. The reorganization of modern language teaching according to the unit method and the unit assignment is advocated by the author. An example in unit organization for the development of the ability to read Spanish with understanding and pleasure is presented in detail.
 127. Meyer, William C.: "Nutley High School's Plan of Language Teaching," GQ, XVIII (Nov. '45), 172-173. This plan raises the standard of language teaching by limiting classes to 15 students and requiring four years of instruction.
 128. Miller, V. D.: "ASTP Influence on Modern Language Teaching," CJSEd, XX (May '45) 263-270. The author feels that the ASTP offers language teachers a challenge to improve their work. Much of the ASTP procedure can be adopted; such elements as increased use of conversation in the class, knowledge of the country and the people, and more use of visual aids are of particular importance. Various other suggestions are made for the improvement of class work.
 129. Milwitzky, William: "The President's Message," MLJ, XXIX (March '45), 178-180. A review of the language situation at the beginning of the author's term as President of the National Federation of Modern Language Teachers, January 1945. He finds it full of hope if language teachers face it with courage and the willingness to work for the cause in which they believe. He exhorts them to "keep in touch with our *porte-parole*, the *Modern Language Journal*."
 130. Milwitzky, William: "What is Our Job?" MLJ, XXIX (Nov. '45), 578-589. The author, as President of the National Federation of Modern Language Teachers, reports on the place of foreign language teaching today. He points out what has hindered successful teaching and how the situation can be improved.
 131. Milligan, E. E.: "Trial Balance Sheet," MLJ, XXIX (Feb. '45), 112-116. The author evaluates his nine-months experience in teaching in the ASTP. He discusses the question under three headings: 1) the part that cannot be duplicated in normal times (personnel, motivation, time spent, finances); 2) new teaching techniques (definitions, interpreters, reporting a conversation, questions); 3) the essential carry-over and gain (rate of absorption, perfectionism less demanded, flexibility, practicality, different appeal, reading not neglected). Now is the time to profit by the lessons learned.
 132. Morgan, B. Q.: "Teachers' Opinions of the Army Method," CJSEd, XX (May, '45), 271-276. A questionnaire was sent to some 80 schools inquiring whether the teachers were using any of the ASTP procedures in their classes. Responses showed that many teachers were using the conversational approach more, but on the whole teachers felt that only part of the ASTP could be adopted in school as they are today.
 133. Morrison, J. Cayce: "An Administrator Looks at Language Study," MLJ, XXIX (Dec. '45), 679-687. The author, Assistant Commissioner for Research in the New York State Department of Education, discusses the past and the future of language study. Foreign language teachers will have a great responsibility in the post-war world in the promotion of internationalism. This will call for a change in the methods of teaching and in the preparation of teachers. The prospects, as viewed by this administrator, are bright if language teachers accept their responsibilities and opportunities.
 134. Myron, Herbert B., Jr.: "The American Accent in French," MLJ, XXIX (Feb. '45), 148-154. Practical suggestions for overcoming American tendencies to mispronounce certain French sounds. The individual sounds are discussed and examples for use in remediation and practice are given. The stress is on practical results rather than on theoretical phonetics.
 135. McClain, William H.: "The Cleveland Plan," FR, XVIII (Feb. '45), 197-201. A cursory description of the Cleveland Plan and how it functions. It is an oral approach, but built

- on a firm foundation of grammar, inductively taught. Reading is taught intensively, first orally by groups, then by individuals. All work is based on life situations.
136. McClain, William H.: "Twenty-five Years of the Cleveland Plan," Ed, LXV (May '45), 541-547. A fairly detailed description of the Cleveland Plan of teaching foreign languages as developed by E. B. DeSauzé. Its stress is on the aural-oral approach from the start but this is not incompatible with the development of the reading ability. The author offers many parallels with the ASTP type of course.
 137. Neuse, Werner: "The Question: A Neglected Chapter in Our Grammars," GQ, XVIII (May '45), 141-148. This is a comprehensive review of the question and its role and use in teaching German. Many practical illustrations are given.
 138. Oellrich, Paula: "Reaction of High School Language Teachers to 'New' Methods," FR, XIX (Oct. '45), 37-41. This is a report on a questionnaire sent to selected high school language teachers throughout the country. From the answers and comments, the average high school teacher does not favor an exclusively oral-aural method nor the discarding of cultural aims and aspects of language teaching. Opinion is divided on the intensified 4 to 6 years course for selected pupils vs. the two year course for large numbers. Need is felt for more adequate testing methods in the oral phase.
 139. Olinger, Henri C.: "A Job Well-Done," MLJ, XXIX (March '45), 181-182. A tribute of appreciation to the retiring secretary-treasurer of the National Federation of Modern Language Teachers, Professor Charles W. French. He has served in this capacity for over ten years, and his request to be relieved of his duties was accepted reluctantly by the Executive Committee.
 140. Olinger, Henri C.: "Our New President," MLJ, XXIX (March '45), 176-177. The Managing Editor of MLJ introduces to its readers Dr. William Milwitzky of Newark, New Jersey, the newly elected President of the National Federation of Modern Language Teachers.
 141. Olinger, Henri C.: "What Others Think of Us," MLJ, XXIX (Jan. '45) 3-8; (Feb. '45) 95-98; (March '45) 183-186; (April '45) 257-259; (May '45) 353-357; (Oct. '45) 461-464; (Nov. '45) 565-572; (Dec. '45) 659-664. These are collections of letters from well-known people both in and out of the field of education. They are answers to an inquiry by Professor Olinger as to their opinions on the position of foreign languages in American life today. The variety of activities represented by the authors is equalled only by the unanimity of approval of language study.
 142. Olinger, Henri C.: "Whither Foreign Languages?" MLJ, XXIX (Dec. '45), 665-670. This contains the answers from three schools to a questionnaire submitted by MLJ. The *Journal* has undertaken a survey of the influence of the war and the ASTP on modern language courses in secondary schools, colleges and universities.
 143. Padin, José: "Tendencias recientes en la enseñanza de las lenguas vivas," H, XXVIII (Feb. '45), 61-68. Spanish has risen steadily in popularity from the War of 1898 to the present time. The great problem is what to teach. With the success of the Army intensive method, laymen are expecting "miracles" from the schools. The author advocates a careful study of all the new methods and then the incorporation of the best and most practical in the schools.
 144. Palamontain, J. C.: "Notes on the Interrogative," MLJ, XXIX (Feb. '45), 117-126. This is a survey of 8 plays and 8 novels to determine the order of words in contemporary French writing as it affects questions. It seems from data presented that the non-inverted order is becoming more prevalent while the inverted order becomes less so. Several generally accepted ideas on the interrogative seem to be contradicted by the data.
 145. Palmer, Philip M.: "New World Words in German," MfDU, XXXVII (Nov. '45), 481-488. An investigation resulted in a list of 167 German words that owe their origin to the New World.
 146. Palomo, José R.: "Should Our Relations with Latin America be Reflected in Our Methods of Teaching Spanish and Portuguese?" H, XXVIII (Nov. '45), 526-531. Suggestions are made for improving the teaching of Spanish and Portuguese. These subjects should be taught in the grades or at the junior high school level, the spoken aspects should be emphasized, and more attention should be paid to Latin American literature, music and civilization in general.
 147. Parker, Clifford S.: "Notes on French Usage IV: Partitive Construction with Adjective Before Noun," MLJ, XXIX (Oct. '45), 529-532. This article deals with the use or omission of the definite article in the partitive sign when an adjective precedes the noun (discussion is confined to affirmative sentences). The conclusion reached on the basis of examples is that the definite article is omitted only in the case of *plural* nouns preceded by an adjective; singular nouns use the full partitive.
 148. Pargment, M. S.: "On Learning a Foreign Language," MLJ, XXIX (March '45), 198-

209. There is no easy short cut to learning a foreign language. The ASTP and other programs have suggested to the layman that languages can be learned easily and quickly. Before desired improvements in language instruction can be secured in the schools, the following conditions will be necessary: 1) competent teachers; 2) longer period of instruction allowed; 3) smaller classes; 4) lighter teaching loads.
149. Pargment M. S.: "Reply to Prof. Potthoff's Article on Preparation of Foreign Language Teachers," *MLJ*, XXIX (Nov. '45), 611-616. The author defends his stand on teacher preparation as expressed in a previous article which criticized Professor Potthoff's suggestions on teaching combinations for language teachers. The necessary references are included. (Cf. no. 158.)
150. Patterson, John C.: "Inter-American Cultural Relations and Language Teaching," *H*, XXVIII (Feb. '45), 27-33. Government agencies can only foster interamericanism; it is the language teachers who can best put it into practice. If cultural relations reside in the people rather than in governments, a speaking ability in the languages concerned is a necessary element. Latin Americans are learning English; we should learn Spanish. There are numerous programs, under different agencies, which are now functioning in Latin America. These are briefly described.
151. Pei, Mario A.: "Etruscan and Indo-European Case-Endings," *It*, XXII (June '45), 73-77. There seems to be a growing controversy over the influence of Etruscan and Indo-European on the grammatical structure and case-endings of Italian. The author presents various views with comments of his own.
152. Pei, Mario A.: "A Modern Language Teacher Replies," *BAAUP*, XXXI (Autumn '45), 409-417. The author defends teachers of French against the claim of the "linguistic scientists" that their teaching of French has not been efficient. He points out the good and the bad features of the linguistic science point of view as applied to the ASTP. (Cf. no. 77)
153. Pei, Mario A.: "Suggestions for the Practical Teaching of the Sounds of Many Languages," *MLJ*, XXIX (March '45), 210-214. The human ear is the best tool in teaching pronunciation. The author selected a group of phrases and expressions dealing with everyday life; these were repeated by a native speaker with the class repeating after him. A minimum of grammar was then introduced followed by an inductive procedure wherein the students were asked to analyze the sounds they had heard. The results were encouraging.
154. Peyton, Myron A.: "A Note on Present Attitudes Toward Foreign Language Teaching," *MLJ*, XXIX (Nov. '45), 596-602. The author discusses the place of foreign languages today. There are many reasons why foreign language study has not been popular and profitable to students—small amount of time devoted to languages in most high school and college programs, the attitude of administrations, etc. Languages have a vital role to play in world peace today.
155. Phillips, Hosea: "Vowels of Louisiana 'Cajun' French," *FR*, XVIII (Jan. '45), 159-162. A report on the pronunciation of oral and nasal vowels of Cajun French spoken in Evangeline Parish (i.e. County), Louisiana. Since the author offers no conclusions, the editor points out certain tendencies apparent from the examples given. These tendencies—too involved to give here—show qualities belonging to both lax and tense types of articulation.
156. Pitcher, Stephen L.: *The Teaching of Spanish and Portuguese*, for the National Education Association, 1201 W. 16th St., N.W., Washington, D.C., August 1945. A report on a series of regional conferences sponsored by the N.E.A. and conducted in cooperation with the Office of Inter-American Affairs. This pamphlet of 23 pages describes the organization of the conferences and reports several important reactions of those attending on the question of the study of Spanish and Portuguese. There are summaries of a few of the addresses given at different conferences.
157. Polinger, Elliot H.: "Some Solutions of the Modern Language Problem," *H*, XXVIII (Nov. '45), 532-539. This is a general discussion of the inefficiencies of previous methods of modern language teaching and of the values that can be derived from the ASTP.
158. Potthoff, Edward F.: "A Reply to Concentration vs. Dispersion," *MLJ*, XXIX (Nov. '45), 603-610. The author defends a bulletin prepared at the University of Illinois appraising the preparation of foreign languages teachers and their choice of teaching combinations. (Cf. no. 149)
159. Prager, F.: "Defense of Army-Education Technique as Applied to Foreign Languages," *SS*, LXI (Jan. 27, '45), 58-59. The author feels that those objections to the Army technique of language instruction usually offered are in reality its chief assets—selected students, practical conversational aim, length of time. He suggests that the schools adopt the same goals that the Army did—give the greatest number some insight into foreign languages.

- 159a. Price, Maurice T.: "A Proposal for Foreign-Area Courses," BAAUP, XXXI (Winter '45), 648-667. A detailed discussion of how foreign-area courses could be set up in universities. The basic personnel would include sociologists, economists and linguist-historians with others contributing according to the extent of the program. The program described is a vast and comprehensive one such as could be offered only at large universities; but adaptations could be made to permit offerings of somewhat similar but restricted types of course at smaller places.
160. "Recorded Exercises in Spanish," TO, XXIX (April '45), 33. Texas has set up a state system whereby all the schools have access to recorded exercises for use in elementary Spanish classes. The records provide teachers with an effective oral technique in teaching functional Spanish. The address from which these records can be secured is given.
161. Resnick, Seymour: "Pitfalls in Spanish-Portuguese Homonyms and Cognates," H, XXVIII (May '45), 233-235. Although a knowledge of Spanish is an aid in the study of Portuguese, students should check carefully all words that appear to have the same meaning in the two languages. A list of common words which are not true cognates is presented.
162. Rice, Howard C.: "Post-Liberation Publishing in France: a Survey of Recent French Books," FR, XVIII (May '45), 327-333. Written from Paris in Feb. '45, this article gives a picture of French publications since the Liberation. Books fall generally into five categories (purely literary works are very few): 1) books on De Gaulle; 2) on the Liberation, especially of Paris; 3) on the Fighting French Forces; 4) on the theme of "now it can be told," atrocities, prison-camps, etc.; 5) the causes of the war and especially of France's defeat. In general these bring out nothing not already published outside France since 1940. Weekly reviews are assuming more importance as political vehicles; dailies are still restricted in size, hence in content; monthlies are the only ones attempting belles-letttristic material.
163. Rice, Winthrop H.: "Annotated Bibliography of Modern Language Methodology, July 1943-December 1944," MLJ, XXIX (May '45), 431-458. A list of articles, books and reports on methodology in the foreign languages during the 18-month period covered. Articles, listed alphabetically by author, are briefly annotated; a classification by subject matter is also given.
164. Rice, Winthrop H.: "The Psychology of the Subjunctive in French and Spanish," MLJ, XXIX (Jan. '45), 26-36. The use of the subjunctive in French and Spanish is based on the psychological implications of *emotion* and *lack of certainty*. All uses listed in the grammars fall into one or the other of these categories; no others are necessary. Parallel examples are given for each of the uses discussed.
165. Rice, Winthrop H.: "A Unit in the Inductive Teaching of Grammar," MLJ, XXIX (Oct. '45), 465-476. This is one of the specimen lesson plans being published by MLJ. It illustrates the application of the principles of inductive teaching to both review and new material. The specific lesson involved deals with the use of the compound connective *del que*, etc. in Spanish; accompanying discussion shows how the principles illustrated can be applied to the teaching of grammar in any language.
166. Richards, I. A.: "Basic English," MLJ, XXIX (Jan. '45), 60-65. A defense of Basic English by one of its ablest exponents. He points out that Basic is not necessarily in conflict with "linguistic science," with foreign language study, nor with further study of English. Five requirements are listed as necessary for any basic language: range of coverage, economy of effort, uniformity, normality, and direct learnability. The author looks on Basic as an aid to other linguistic studies rather than as a rival. It is not intended as a substitute for other languages, nor is it necessarily confined to the original 850 words.
167. Ring, A. G.: "Value of Modern Languages for Careers in Science," SSM, XLV (May '45), 457-462. The author suggests many good reasons why science students should know several foreign languages for practical work in their field. The modern language teacher should be familiar with these reasons.
168. Rogers, Paul P.: "Lessons from the ASTP of Language Teaching for Normal Times," H, XXVIII (Feb. '45), 44-49. Many features of the ASTP plan can be adapted to the school and college language program. Schools will have to decide first whether their peacetime objectives will be the same as the Army wartime objective, and whether language study should include reading of literature as part of its value.
169. Rowe, Benjamin: "The Army Streamlines Language Instruction," MLJ, XXIX (Feb. '45), 136-141. The author describes his own experiences as a soldier-student in Spanish. The stress is on the functional qualities of all work done. In this particular program, Spanish-speaking visitors and students elsewhere in the university provided extra-curricular opportunities for practice in the language.
170. Ryden, Einar R.: "The G.I. Looks at the ASTP," MLJ, XXIX (Oct. '45), 498-502. A

- questionnaire administered to 81 trainees in the ASTP reveals that the majority approved of the intensive training received. Various reasons are given as to why they profited as they did from the program; they also stated various preferences in methods and materials.
171. Sánchez Arce, N. E.: see Stoke, S. M.
 172. Sandri, Luigi and Kaulfers, Walter V.: "An Oral-Fluency Rating Scale in Italian," *It*, XXII (Sept. '45), 133-144. Parts of an oral-fluency test and rating scale used by the ASTP at Stanford in the study of Italian are given here. The test attempts to measure readiness to perform in real-life situations. It is an individual test.
 173. Scherer, George A. C.: "A New College Language Course for Beginners," *MLJ*, XXIX (Oct. '45), 503-508. The writer suggests that the traditional two-year course be changed to an intensive one-year course by doubling the number of hours of contact per week, reducing the number of study hours, and reducing the size of the classes. He feels that the contact hours are far more valuable than the study hours, and that in one year of intensive work students will be more fluent in the language.
 174. Scherer, George A. C.: "Pictorial Advertisements as a Form of Realia," *GQ*, XVIII (March '45), 55-63. This article suggests the use of carefully selected pictures, including comic strips, from various magazines as a means of stimulating conversation and increasing vocabulary.
 175. Scholz, Albert: "A Method of Teaching Modern Languages," *MLJ*, XXIX (Dec. '45), 688-692. A discussion of a method of teaching languages especially to beginners. The author suggests that the spoken vernacular be excluded from the classroom, and that all work be done in the foreign language; mathematics of a simple nature can be used in stressing vocabulary and simple structure; the language is best learned through the ear. Suggestions for classroom procedure are given.
 176. Sebeok, Thomas A.: "Linguist, Informant and Units," *MLJ*, XXIX (May '45), 376-381. A linguist describes his experience with the ASTP in the Hungarian and Finnish field. Much use was made of informants, movies, newspapers, and work based on a specially prepared manual. The aim of the manual is to teach the student to understand and speak the foreign language in everyday conversational style and with reasonable grammatical accuracy. Lessons were built around definite topics such as "Let's Eat," "The National Sport," "At the Post Office," etc.
 177. Seibert, Louise C.: "A Study of the Practice of Guessing Word Meanings from a Context," *MLJ*, XXIX (April '45), 296-322. A well worked-out unit with examples and lesson plans on how students can infer unknown word meanings from the context. It involves first working in English on word associations based on the foreign selection. The work is then done, word for word at first, in the foreign language selection, with the use of induction on the part of the teacher.
 178. Shane, Milton L. see Brown, Charles B.
 179. Shears, Lambert A.: "The Fallacy of the Natural Language Exercise," *GQ*, XVIII (May '45), 137-140. Basic drill exercises in elementary classes have been too complicated. An abundance of primary drill work of uniform type should take their place. The present emphasis on oral-aural skills is considered as a hopeful sign.
 180. Shedd, Karl E.: "Spanish Teachers and the Inter-American Workshop," *H*, XXVIII (May '45), 230-232. A brief explanation of the Inter-American Workshop and how it is operated. It is sponsored by the government and encourages students to work in special fields of Latin American study. Valuable aids, such as films, art exhibits, lectures, are a part of the project work.
 181. Sheehan, Thomas W.: "Reviving a Dead Language," *MLJ*, XXIX (March '45), 215-217. The Irish experiment in reestablishing the Gaelic language in the Republic of Eire offers many valuable hints and suggestions for our modern language teachers. In instituting the attempt to make Irish the language of the schools and of the people, the teachers had to be taught the language. This was done at State expense. In many places today all instruction is in Irish. After 20 years, much progress has been made on this vast project.
 182. Shortliffe, G.: "The Presentation of Past Participle Agreement," *FR*, XIX (Dec. '45), 115-117. A discussion of the choice of auxiliary and the agreement of the past participle in French. It is suggested that the agreement in reflexive verbs be made to correspond with the statement concerning verbs with *avoir*, leaving the intransitive verbs of motion, etc. as a separate group.
 183. Silva, Homero Castillo: "Teaching the Foreign Language English in Chile," *Ed*, LXV (May '45), 526-528. Believing that knowledge of English is important in good relations with the United States, Chile has a broad program of English studies. English is required for 6 years of all secondary school or "liceo" students: 3 years at 5 times a week and 3 years at 3 times a week. Stress is on reading, though speaking is not neglected; later years stress cultural features and literature. Universities offer advanced work, and teaching

- certificates for English require 5 more years of English studies. Many teachers continue their studies through exchanges. The Chilean-American Cultural Institute gives lessons to people not going to the "liceo" as well as lessons by radio. English primary schools provide opportunities for small children to begin English early.
184. Simpson, Lurline V.: "Linguistic Blitz," MLJ, XXIX (May '45), 382-385. Language teachers should profit by the increased interest in foreign languages evidenced by reactions to the Army courses, and should reconsider aims and revitalize methods. Certain concrete suggestions are made whereby we can maintain and solidify gains made in the popular mind as a result of the Army courses.
 185. Smith, M. Margaret: "O, Bring Back My French Class to Me!" MLJ, XXIX (Jan. '45), 55-56. A call to teachers to vitalize their teaching by adopting aims and methods that will hold and increase student interest. The foreign language should be used as much as possible, but English, when necessary, should not be taboo.
 186. Steinbugler, John L.: "English-German Vocabulary," MLJ, XXIX (Dec. '45), 698-704. A partial list of words that have the same or similar forms in the two languages.
 187. Stoke, S. M. and Sánchez Arce, N. E.: "Good Neighbor Policy and Spanish Courses in Massachusetts High Schools," HER, XV (Jan. '45), 22-26. An analysis of teaching methods and books used in Mass. schools reveals that teachers teach the language predominately, with little emphasis on Latin-American cultures. The authors feel that more emphasis should be given to cultural study in a two-year language course.
 188. Stroebe, Lilian L.: "Standardized Tests for Aural Comprehension," MLJ, XXIX (Feb. '45), 146-147. The writer suggests that standardized aural examinations may be provided via records. These could be distributed through a central agency for testing purposes and later sold for use as practice material. Some suggestions as to what might be put on such records are made.
 189. Stroebe, Lilian L.: *The Teaching of German at Vassar College*, Bulletin of Vassar College, XXXIV (March '44). A detailed report on the development of German at Vassar College from 1905 to 1943. The author discusses courses, outside reading, extra-curricular activities, examinations, correlation, teacher-training, and the place of German in World Wars I and II. Many suggestions can be found here for other departments interested in developing their language work. (This was received too late to be included in last year's bibliography. Ed.)
 190. Tharp, James B.: "Unit Lesson in Extensive Reading," MLJ, XXIX (May '45), 358-375. This is one of the specimen lesson plans being published by MLJ. It illustrates an extensive reading unit for classroom and outside work, involving rapid reading for comprehension, discussions, written résumés, etc. Vocabulary and grammar are brought up as students encounter difficulties in their readings. Bibliographies and tests accompany the two units, one in French and one in Spanish.
 191. Thompson, Albert W.: "French the Chief Source of Military Words," FR, XVIII (Jan. '45), 146-152. This article lists a great many common military terms taken over into English from French. The discussion is divided according to the period during which the transfer took place. As the author says, he has only "scratched the surface" but has still found a very large number of borrowed words in this field.
 192. Tooley, Multa (Anonymous): "And Gladly Teach?" GQ, XVIII (Nov. '45), 174-177. An exposé of the great difficulties which high school teachers of modern languages are facing today. The author advocates a complete change of school policy and educational objectives.
 193. Vaeth, J. Gordon: "Language Study by Naval Personnel in Latin America," H, XXVIII (Feb. '45), 94-97. Navy men based in Latin America are not learning the languages because of unfavorable conditions such as location of bases far from cities, lack of transportation, and steady demands of naval duties. Courses are offered, however, through the Armed Forces Institute for those who want to take them.
 194. Vail, Curtis, C. D.: "State Requirements for Language Teachers," MLJ, XXIX (Oct. '45), 509-516. A study of certification requirements for language teachers as of 1942 shows only three states as having standards as high as Prof. Purin recommended in 1929. It is accordingly futile to expect the "Army method" to find anything like universal adoption in our high schools. The minimum semester-hour requirements of the 48 states are given as of the summer of 1942.
 195. Waxman, Samuel M.: "Foreign Language and the U. S. Army," Ed, LXV (May '45), 553-557. The author, who taught in the ASTP at Boston University, claims that it was no miracle process. He says that veteran teachers have been successfully teaching foreign languages for many years prior to the ASTP. He suggests that teachers adopt some features of the program, but concentrate on teaching students one language well. He also advocates more student exchanges with other countries.

196. Weigel, Harold W.: "Let's Cooperate!" MLJ, XXIX (Oct. '45), 481-486. Better results in foreign language teaching can be achieved through close cooperation of the high schools and the colleges, especially by coordination of their programs, more alert counseling, and constant improvement in the quality of instruction. Specific ways and means of working toward these aims are suggested and discussed.
197. White, E. M.: "Languages for One World," JEd, CXXXVIII (Oct. '45), 237-238. The author points out the value of language knowledge to boys who had been overseas. She pleads for a revitalized program, based on the aural-oral approach and with greater emphasis on the study of Latin.
198. White, E. M.: "Plea for Understanding," SS, LXII (Nov. 24, '45), 339-340. A plea for laymen and teachers of languages to attempt to understand the problems involved in foreign language teaching. The author suggests that the functional approach, with the students trying to express themselves in the foreign tongue, is superior to the rigid grammar-translation method.
199. Whitehouse, Robert S.: "The Workshop Program: Demonstrating the Value of the Language Laboratory," MLJ, XXIX (Nov. '45), 590-595. The establishment first of a "record room" and then of a workshop at Birmingham Southern College helped to activate foreign language study. Comprehension and vocabulary were two objectives that were achieved in great measure. Many suggestions as to procedures of establishing such laboratories are given.
200. Whitehouse, Robert S.: "The Workshop: A Language Laboratory," H, XXVIII (Feb. '45), 88-90. A language workshop set up with the objective of helping students understand the spoken language. Work was done with individual instructors. Use was made extensively of records as a guide to understanding and to better pronunciation. Vocabulary is built by mimeographed lists or by having the students write down whatever they can in the way of new words from the recordings.
201. Withers, A. M.: "Some Reflections of a Modern Language Teacher," SS, LXI (March 1945), 203-204. The writer advocates that students learn basic facts and principles about their own language before they attempt another such as Spanish or French. For this reason, he believes that Latin should be a basis to be pursued along with English for mastery of elementary language principles.
202. Withers, A. M.: "Spanish and, not versus, French," MLJ, XXIX (Feb. '45), 142-145. An answer to the arguments of those who advocate making Spanish the chief second language in our high schools. The author takes the position that both French and Spanish are necessary in the curriculum and offers evidence to the effect that French still holds an important position even in regard to Latin America.
203. Woller, Ruth P.: "How Colleges Can Help the High School Spanish Teacher," BPSMLA, XXIV (Dec. '45), 12-14. Spanish teachers should have at least three years' study of the language, wider reading knowledge and wider knowledge of the civilization of Spain and Latin America; these are among the suggestions listed as means of improving high school teachers which the colleges can provide.
204. Wooley, Elmer O.: "Increasing the Passive Vocabulary," GQ, XVIII (March '45), 64-75. The author presents a list of 80 word families for use in the development of passive vocabulary in German.
205. Wright, Calvert C.: "Spanish Conversation Group of Pennsylvania State College," BPSMLA, XXIV (Dec. '45), 15. A report on the successful organization of a conversation group consisting of North Americans at the College and Latin Americans registered there. Meetings are informal; much idiomatic Spanish is learned functionally.
206. Zdanowicz, Casimir D.: "Message of the President," FR, XIX (Oct. '45), 1-4. The President of the AATF reports on the year's activities of the association. Members are urged to support the *Review* with contributions of articles.
207. Zdanowicz, Casimir D.: "President's Remarks," FR, XVIII (Feb. '45), 209-212. The President of the AATF asks French teachers to unite in building up an interest in the teaching of French in the high school. This will involve better trained teachers, need for more money and time. He advocates the setting up of laboratory sections, work in small groups, and the aid of natives.
208. Zdanowicz, Casimir D.: "Professor Emile DeSauzé and the 'Cleveland Plan'," FR, XVIII (Feb. '45), 196. A tribute to Dr. De Sauzé, for 25 years Director of language teaching and the training of teachers in Cleveland. He is the originator of the well-known "Cleveland Plan" of teaching modern languages, a multiple approach with the use of foreign language in the class from the beginning.
209. Zech, Adolph: "Appraisal and Presentation of an Intensive Course in German," MLJ, XXIX (Jan. '45), 18-25. The war has brought a twofold change to language-teaching: in purpose and in method. After discussing the advantages and disadvantages of the

reading method and the aural-oral method (no compromise between the two being possible), the author gives a suggestive outline of an intensive course in aural-oral German. While maintaining features of the ASTP, this program calls for the same instructor in all phases of the work, limiting total enrolment to 24 students.

IV

In the compilation of the following classification, no attempt has been made to register items under every topic mentioned in each individual article; only topics occupying a more or less important place have been used as criteria. The figures in () indicate the number of items in the particular classification.

- I. Aims and Objectives (20): 12, 15, 16, 22, 29, 61, 63, 67, 93, 94, 109, 133, 143, 148, 154, 167, 184, 197, 198, 202.
- II. ASTP, "Army method," "Intensive method," "Linguist-Informant method" (37): 5, 6, 15, 16, 33, 42, 44, 55a, 60, 67, 73, 77, 78, 82, 83, 86, 94, 96, 118, 121, 128, 131, 132, 138, 148, 152, 157, 159, 159a, 168, 169, 170, 172, 176, 193, 195, 209.
- III. Aural-oral, Conversation, Phonetics, Pronunciation (30): 4, 9, 17, 23, 24, 27, 32, 49, 50, 51, 52, 59, 75, 76, 81, 93, 102, 105, 106, 107, 117, 134, 153, 155, 174, 175, 188, 199, 200, 205.
- IV. Bibliography, Survey, Statistics, Reports (22): 7, 8, 30, 37, 47, 48, 60, 64, 68, 72, 74, 85, 91, 99, 114, 138, 156, 162, 163, 183, 187, 189.
- V. Correlation, Integration (7): 25, 95, 97, 119, 196, 197, 203.
- VI. Curriculum planning, Administration (22): 1, 15, 16, 21, 22, 31, 35, 45, 65, 67, 70, 87, 93, 109, 112, 127, 133, 143, 173, 175, 202, 203.
- VII. European relations, the War, the Postwar (4): 19, 84, 87, 131.
- VIII. Films, Radio, Recordings, Audio-Visual Aids (9): 10, 11, 32, 36, 53, 79, 160, 199, 200.
- IX. General Language, Auxiliary Language (3): 123, 124, 166.
- X. Grammar and Syntax; Composition (22): 26, 39, 40, 42, 55, 76, 78, 80, 104, 105, 106, 107, 111, 120, 137, 144, 147, 151, 164, 165, 179, 182.
- XI. Latin-American Relations (9): 20, 47, 48, 58, 117, 146, 150, 180, 187.
- XII. Lesson Planning (12): 54, 71, 75, 97, 106, 117, 120, 123, 126, 165, 177, 190.
- XIII. Miscellaneous (not classifiable elsewhere) (18): 14, 90, 92, 129, 130, 135, 136, 139, 140, 141, 142, 181, 192, 196, 201, 206, 207, 208.
- XIV. Motivation and Stimulation (2): 184, 185.
- XV. Psychology of Learning, Techniques of Instruction (5): 28, 113, 122, 126, 146.
- XVI. Reading, Methods, Materials, Values (7): 3, 23, 54, 79, 100, 177, 190.
- XVII. Realia, Civilization, Cultures, Clubs, Socialization, Activities (12): 7, 8, 18, 20, 25, 38, 69, 70, 88, 97, 116, 119.
- XVIII. Teacher qualifications, Teacher training (6): 5, 37, 115, 149, 158, 194.
- XIX. Testing, Appraisals, Evaluation (4): 27, 31, 172, 188.
- XX. Vocabulary, Language, Orthography (19): 2, 13, 30, 41, 55, 62, 66, 81, 98, 101, 103, 124, 125, 145, 161, 177, 186, 191, 204.